



Steps to Read™

Shared Reading Planning
Year 6

Unit D: Reading Breadth
Literary Heritage, Plays & Poetry



READ

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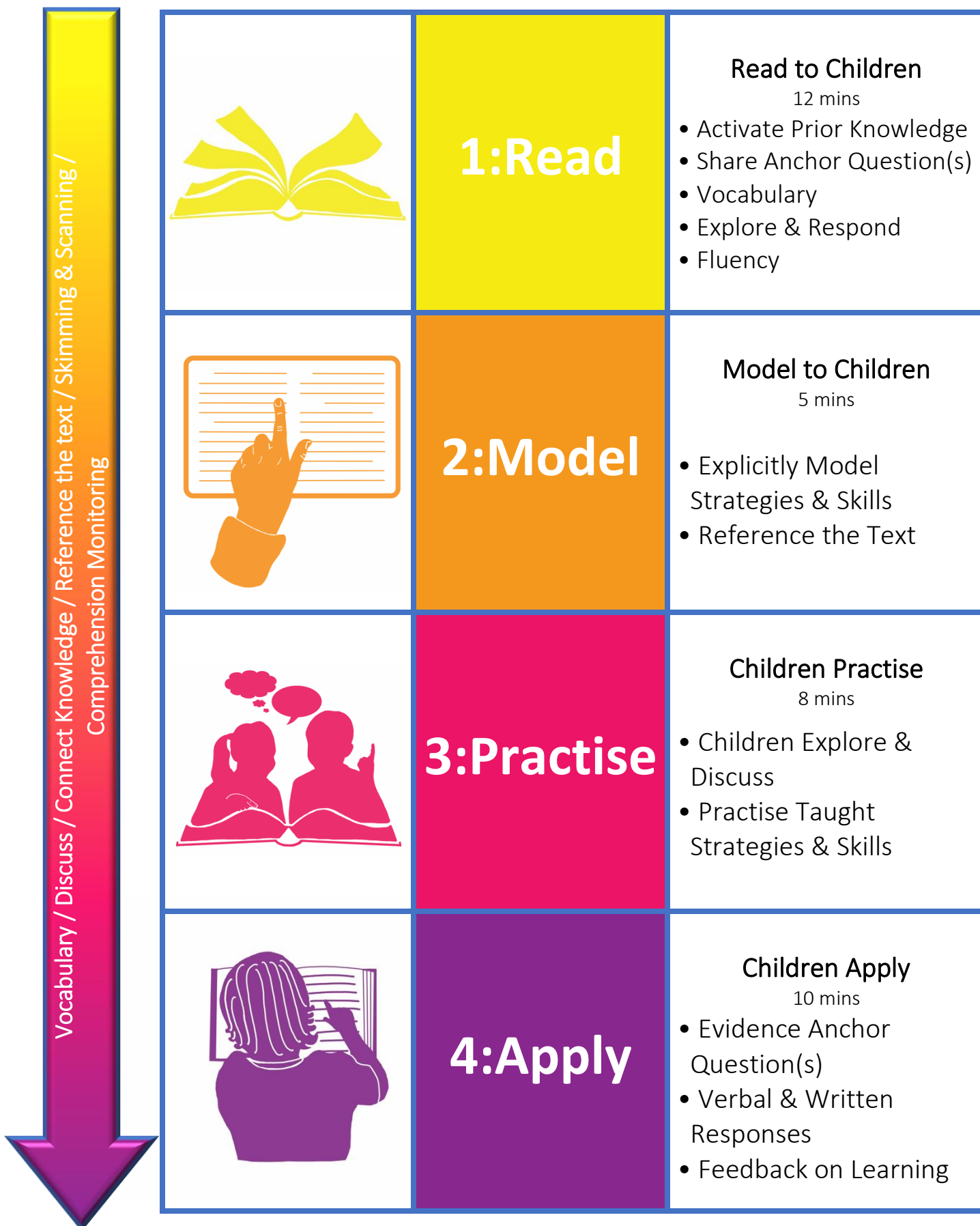
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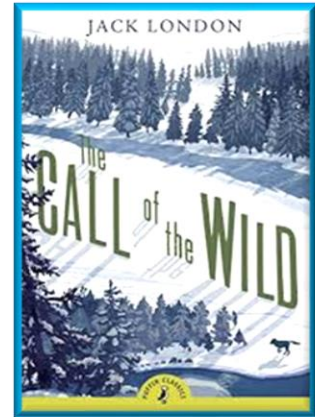
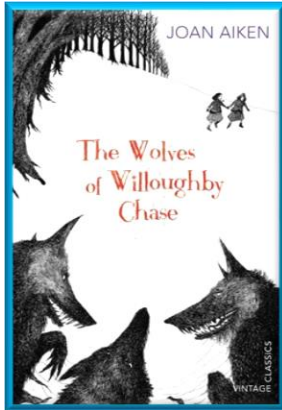


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The 4 Steps Teaching Sequence

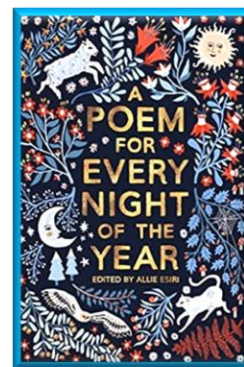
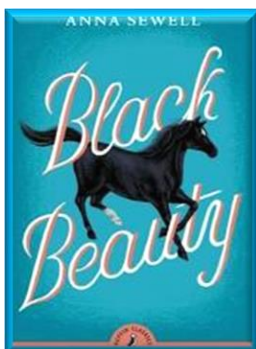


Vehicle Texts for this Unit



Shared Reading Planning Year 6

Unit D: Reading Breadth
Literary Heritage, Plays & Poetry



Unit Focus: Comprehension Skills & Strategies

This Year 6 Unit
Word Reading
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words
Comprehension
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Increase their familiarity with a wide range of books, including fiction from our literary heritage <ul style="list-style-type: none"> •Identify and discuss themes and conventions in and across a wide range of writing •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <ul style="list-style-type: none"> •Provide reasoned justifications for their views •Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views •Prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Skills and Strategies
Build on Previous Year & Focus on: <ul style="list-style-type: none"> •Recognise <i>all Year 5&6 Word List</i> words with automaticity •Increase understanding of how punctuation can vary and affect sentence structure and meaning, help avoid ambiguity <ul style="list-style-type: none"> •Secure responses through re-reading and cross-check information <ul style="list-style-type: none"> •Read closely, annotating for specific purposes •Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i>
Content Domains*
<p>2h make comparisons within the text</p> <p>2d make inferences from the text / explain and justify inferences with evidence from the text</p>

Throughout Year 6 focus on		
Comprehension	Skills and Strategies	Content Domains*
Throughout Year 6 Focus on: <ul style="list-style-type: none"> •read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books •Recommend books that they have read to their peers, giving simple reasons for their choices <ul style="list-style-type: none"> •Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •Increase their familiarity with a wide range of books <ul style="list-style-type: none"> •Learn a wider range of poetry by heart 	Apply the following reading strategies with increasing independence: <ul style="list-style-type: none"> •Recognise and read <i>all Year 5&6 Word List</i> words with automaticity <ul style="list-style-type: none"> •Make meaning from words and sentences, including knowledge of phonics, word roots, word families, •Make meaning from text organisation •Make meaning by drawing on prior knowledge •Read increasingly complex texts independently for sustained periods •Find the main idea of a paragraph and text 	<p>*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.</p> <p>2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2d make inferences from the text / explain and justify inferences with evidence from the text</p>
Reading Terminology for Pupils		
<p>Building on Previous Year and throughout Year 6 focus on:</p> <p>figurative language, (reasoned) justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare</p>		

What is Steps to Read?

Steps to Read is planning support for whole class Shared Reading through carefully crafted units of work. These termly units of work also help schools to provide curriculum knowledge for several foundation subjects. They empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry vehicle texts.

Steps to Read provides a clear teaching sequence to reading lessons that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive termly units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of **Steps to Read** is to teach reading comprehension skills and strategies explicitly.

Underlying Principles

Steps to Read works when:

- formative assessment is used to inform the teaching
- it involves *all* the children in the class
- time allocated to each lesson is approximately 30 - 40 minutes
- the four steps teaching sequence is adhered to for each lesson (i.e. Read, Model, Practise, Apply) where the suggested timings are used to guide the learning in each lesson
- it is consistently and regularly delivered
- it is integral to whole school improvement of reading
- all adults supporting learners are deployed effectively so there is access for *all*
- children have access to a copy of the vehicle text being explored
- children are taught explicit comprehension skills e.g. prediction; questioning; clarifying; summarising and inference etc and these are reinforced through Guided Reading and across the curriculum
- it does not replace Guided Reading

NB **Steps to Read** can be adapted to meet the amounts of time placed on the daily explicit teaching of reading in your school through whole class shared reading.

There is an expectation that the vehicle texts used in **Steps to Read** termly units will be available for children to explore and enjoy in their entirety *beyond* the taught lessons. That is, the vehicle texts can be shared through other reading experiences for children. These may include reading aloud, paired reading, guided reading, placed in the class reading area and pulled upon to inform other curriculum lessons etc. This, in turn, also supports children's love of reading.

Beautiful texts that broaden the reading experience: Beautiful texts that deepen curriculum knowledge

Step to Read also:

- is sequenced, coherent and progressive
- uses language-rich texts for vocabulary teaching
- includes all elements of comprehension, taught sequentially across an academic year
- has a clear focus on the skills and strategies needed to be a proficient and confident reader
- uses engaging texts to promote a life-long love of reading
- includes poetry, non-fiction and fiction that enhances learning across the curriculum

These detailed units are also vehicles to your wider curriculum. This, in turn, builds rich curriculum knowledge where a school's reading Intent and Implementation leads to Impact through improved outcomes for children.





Steps to Read is *whole class shared reading* and is one of a range of reading repertoires within a rich reading curriculum (see adjacent box). It uses language rich 'real' books to do so.

Steps to Read rests within a broad and rich reading entitlement for children:

- Phonics Lessons
- Guided Reading
- Whole Class Shared Reading (**Steps to Read**)
- Read Aloud
- Paired Reading
- Reading with children
- Performance Reading
- Independent Reading

The 4 Step Teaching Sequence Explained

Each lesson follows the same [Steps to Read](#) teaching sequence and provide detailed framework of how to move through the 4-step teaching sequence. A typical [Steps to Read](#) lesson is 30 – 40 minutes. Lessons are *always* informed by teachers' knowledge of *their* children (formative assessment). [Steps to Read](#) units of work know the standard expected of each year group and effective pedagogies that support learning. However professional teacher decisions are crucial to ensure the needs of the children are met when using this document which provides a proven scaffold and strong teaching structure.

Step 1		<h3>Teacher Read</h3> <p>Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enables children's read for a purpose. Questioning and enjoyments with the text is important here. Choral reading is featured to develop fluency, which is an important step to comprehension.</p>
Step 2		<h3>Teacher Model</h3> <p>Teacher models reading skills and strategies explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Question(s).</p>
Step 3		<h3>Children Practise</h3> <p>Children explore new vocabulary and through paired and table discussion, read the text again. Children Text Marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.</p>
Step 4		<h3>Children Apply</h3> <p>Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies and skills.</p>

Learning Across the Week

Each week there are five **Steps to Read** lessons. The first four lessons follow the 4 **Step to Read** teaching sequence and its suggested timings. The fifth lesson is to provide an opportunity for children to apply those subject skills and knowledge taught in the previous 4 lessons through an extended application lesson.



In most **Steps to Read** lessons we:

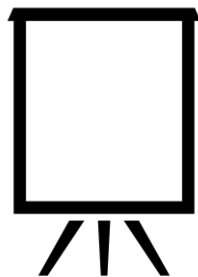
circle evidence

underline new vocabulary

Getting Ready for Lessons

In every lesson ensure that the following resources are ready:

- copies of the vehicle text / extract and new vocabulary for every child to see
- enlarged copies of the vehicle text and the new vocabulary on the IWB or flip chart for modelling, text marking and referencing throughout the lesson
- anchor question(s) visible for the children to see and refer to throughout the lesson
- be familiar with the focus comprehension skills and strategies being explicitly taught throughout the lesson
- notes, paper, whiteboards and pencils for children to jot ideas
- vocabulary identified for explicit teaching*



*Vocabulary for the week

Trial schools pre taught the vocabulary prior to the lesson. This enabled efficient timings within a **Steps to Read** lessons.

Before you start:

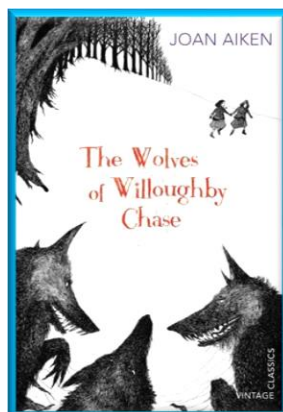
- Always read the vehicle text
- Always read the lesson outline
- Remember **Steps to Read** (Whole Class Shared Reading) offers challenge through a vehicle text that may prove too difficult for children to comprehend or decode independently







Shared Reading Planning Year 6

Unit D: Reading Breadth
Literary Heritage, Plays & Poetry

Fiction 1



Lesson	1	Vehicle Text & Page	The Wolves of Willoughby Chase - Joan Aiken Front Cover, Note page and pp.1&2	
Anchor Question(s): What impressions do you get of the house? Teacher Model Question: What impressions do you get of the setting?	Vocabulary Teaching: dusk, pleated hills, wold, reckless, open eminence, stronghold, crenelated, corniced, hubbub, sombre	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i>		Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ			Read to Children 12 mins
Activate prior knowledge: Look at the front cover and read the Note page before Chapter 1 begins: <i>The action of this book takes place in a period of English history that never happened – shortly after the accession to the throne of Good King James III in 1832. At this time, the Channel Tunnel from Dover to Calais having been recently completed, a great many wolves, driven by severe winters, had migrated through the tunnel from Europe and Russia to the British Isles.</i> Ask the children to consider how the time and details about the wolves might impact on how the story unfolds. Use evidence from the text when they are making their Predictions .				
Share Anchor Question(s): Explicitly and refer to this throughout the lesson.				
Vocabulary: Share new vocabulary (see Lesson 1: Vocabulary). Provide the meanings of ‘open eminence’ – standing prominently, ‘wold’ – an area of open, high land, ‘crenelated’ – having battlements and ‘corniced’ – decorative wall borders. Encourage children to Find Read Talk the rest of the vocabulary words. Briefly Clarify .				
Explore & respond: Read the adapted extract from Chapter 1 (see Lesson 1: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Ask children to quickly Stop & Jot their initial thoughts in relation to the Anchor Question .				
Fluency: Read the fluency paragraph (see Lesson 1: Fluency) and use Pausing as you note punctuation cues. Consider the hyphenated words and briefly discuss how they aid meaning and help us to read the words. Children to Pair Read the extract.				
	Step 2: MODEL			Model to Children 5 mins
Explicitly Model Strategies & Skills: <u>Focus on the teacher model question:</u> What impression do you get of the setting? Have the extract enlarged or on screen for the class to see (see Lesson 1: Read / Teacher Model). Use Think Aloud to explain why you are circling words and phrases to answer the model question.				
Reference the text: Circle the words ‘dusk – winter dusk’, ‘snow lay white and shining over the pleated hills’, ‘icicles hung from the forest trees’, ‘snow lay piled on the dark road’, ‘wrapped in sacking because of the bitter cold’, ‘keeping together in groups for fear of the wolves’, ‘savage and reckless from hunger’.				
Teacher Talks: My first impression is that it is freezing cold as there is snow and icicles everywhere and the men have to wrap themselves up in sacks to keep warm. Add the impression and the evidence to the Lesson 1: Teacher Model.				
Teacher Talks: My second impression is that it is dangerous as there are hungry and savage wolves prowling around. Add this impression and evidence to Lesson 1: Teacher Model. Ensure all evidence is circled and new vocabulary is underlined.				
	Step 3: PRACTISE			Children Practise 8 mins
Children Explore & Discuss: Children to have copies of the extract (see Lesson 1: Read / Children Practise). They work collaboratively to find the evidence to answer the Anchor Question .				
Practise Taught Strategies & Skills: Use discussion and Think Aloud to consider the evidence. If children are finding it difficult to locate evidence, consider ‘great house’, ‘stood on an open eminence’, ‘in the heart of the wold’, ‘an inviting home’, ‘warm and welcoming stronghold’, ‘rosy herring-bone brick was bright and well cared for’, ‘stood up sharp against the sky’, ‘a golden square of window’, ‘joyous hubbub of its activity’.				
	Step 4: APPLY			Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by completing the table.				
Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the table.				
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:				
<ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Prediction, Summarise, Find Read Talk, Pair reading, Pausing, Think Aloud				
<small>*terms shown in bold explained in the ‘Comprehension Skills and Strategies’ or the ‘Glossary’ sections</small>				
<div>Acceptable Point(s) Anchor Question<ul style="list-style-type: none">• an impressive house• large• stands out in the environment• welcoming / inviting• cheerful / bright• warm inside• happy• busy</div>				

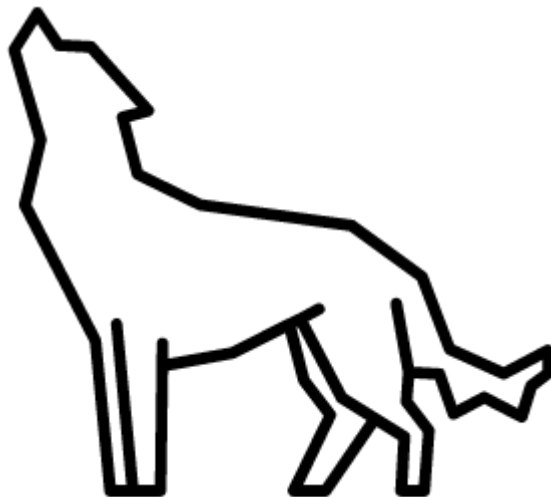
Acceptable Point(s) Anchor Question

- an impressive house
- large
- stands out in the environment
- welcoming / inviting
- cheerful / bright
- warm inside
- happy
- busy

Lesson 1: Vocabulary



dusk	pleated hills
wold	reckless
open eminence	stronghold
crenelated	corniced
hubbub	sombre



Lesson 1: Fluency

But for all that, the Chase looked an inviting home – a warm and welcoming stronghold. Its rosy herring-bone brick was bright and well-cared for, its numerous turrets and battlements stood up sharp against the sky, and the crenelated balconies, corniced with snow, each held a golden square of window.

Lesson 1: Anchor Questions

What impressions do you get of the house?

Teacher Model Question:

What impressions do you get of the setting?

Lesson 1: Read / Teacher Model / Children Practise

It was dusk – winter dusk. Snow lay white and shining over the pleated hills, and icicles hung from the forest trees. Snow lay piled on the dark road across Willoughby Wold. From dawn men had been clearing it with brooms and shovels. There were hundreds of them at work, wrapped in sacking because of the bitter cold, and keeping together in groups for fear of the wolves, grown savage and reckless from hunger.

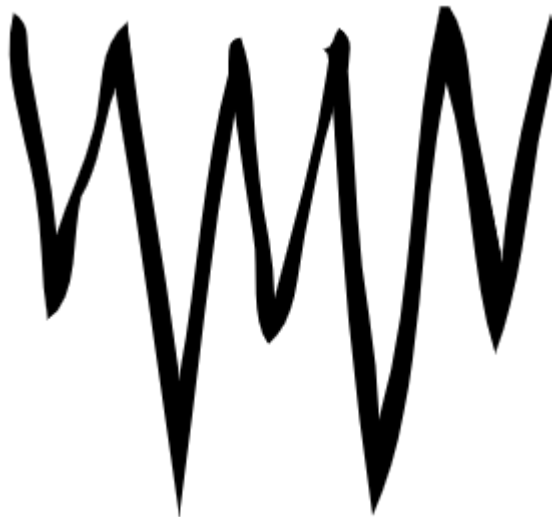
Snow lay thick, too, upon the roof of Willoughby Chase, the great house that stood on an open eminence in the heart of the wold. But for all that, the Chase looked an inviting home – a warm and welcoming stronghold. Its rosy herring-bone brick was bright and well-cared for, its numerous turrets and battlements stood up sharp against the sky, and the crenelated balconies, corniced with snow, each held a golden square of window. The house was all alight within, and the joyous hubbub of its activity contrasted with the sombre sighing of the wind and the hideous howling of the wolves without.

Adapted extract from © The Wolves of Willoughby Chase Joan Aiken Vintage Classics

Lesson 1: Teacher Model

What impression do you get of the setting?

Impression	Evidence
Freezing cold	Snow and icicles everywhere. Men have to wrap themselves up in sacks to keep warm.
Dangerous	Hungry and savage wolves prowling around.





Lesson 1: Children Apply

What impression do you get of the house? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence



Lesson	2	Vehicle Text & Page	The Wolves of Willoughby Chase Joan Aiken Adapted extract from pp.23-25
Anchor Questions(s): How is Sylvia feeling during the train journey? Teacher Model Question: How is the stranger feeling?	Vocabulary Teaching: unavailingly, hereabouts, contradiction, discern, multitude, summoned up the strength, irrepressible alarm, momentary, ferocity, composed himself to sleep, precipitated, adroitly	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i>	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Ask the children to Think Pair Share what the environment was like from yesterday's lesson. Remind the children of the savage, hungry wolves roaming. Share with the children that there will be a visitor to Willoughby Chase, Sylvia – the cousin of Bonnie – who is journeying to the grand house via train. Her penniless Aunty has sent her to live there. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Share the meanings of precipitated (a sudden happening), adroitly (skilfully / quickly) and unavailingly (unawareness). Children Find, Read, Talk the rest of the vocabulary. Explore & respond: Read the extract from the chapter (see Lesson 2: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Encourage children to Visualise the scene when the wolf jumps through the window into the carriage. Briefly Stop & Jot how Sylvia would have felt. Fluency: Read one of the paragraphs to the children (see Lesson 2: Fluency), using Pausing . Focus in particular on how the author has used dashes, exclamations and speech punctuation. Children to Pair Read the same paragraph.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: <u>Share the Teacher Model Question:</u> How is the stranger feeling? Read a section and tell the children you are struggling to understand the meaning. Tell them you will reread for sense. Explain this is a strategy to use when a reader is unsure of what they have just read. Use Think Aloud to articulate why you are circling specific words and phrases to answer the Teacher Model Question. Reference the text: Circle the following words: <i>'No need to alarm yourself, miss', 'looking unavailingly', 'he added reassuringly', 'but they don't often eat passengers, I promise you', "'Oh, don't worry about that,'" soothed her companion', 'the strange man seemed quite undisturbed', 'composed himself again to sleep, 'started awake with an oath', 'very adroitly flung his cloak over the animal', 'stabbed the imprisoned beast'.</i> Add these to Lesson 2: Teacher Model on the outside of the body outline and place word inside that show the reader what we have learned about him, e.g. not worried, unruffled, unperturbed, unafraid, doesn't feel threatened by the wolves, strong enough to kill them, quick thinking. Ensure all evidence is circled and new vocabulary is underlined.			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children have a copy of the extract (see Lesson 2: Read / Children Practise) and work collaboratively to find the evidence to answer the Anchor Question . Practise Taught Strategies & Skills: Children circle key words and phrases. If children need support in finding the words and phrases, you could draw attention to the following: <i>'stared at him in terror', 'almost petrified with fear', 'sat clutching her doll in a cold and trembling hand', 'summoned up the strength to whisper', 'exclaimed in irrepressible alarm', 'Sylvia was not much comforted by this', 'huddled there, glancing fearfully', 'Sylvia screamed'.</i>			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by adding evidence around the outline of the body and feelings inside. Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the sheet. Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: • Responses to the Anchor Questions • Use of the strategies taught i.e. Re reading, Find Read Talk, Pair reading, Pausing, Think Aloud, Visualise, Summarise, Stop & Jot		<div>Acceptable Point(s) Anchor Question<ul style="list-style-type: none">• terrified• petrified• struggling to speak because of fear• alarmed• fearful• in need of comfort from her doll</div>	

*terms shown in bold explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 2: Vocabulary



unavailingly	hereabouts
contradiction	discern
multitude	ferocity
summoned up the strength	irrepressible alarm
momentary	composed himself to sleep
precipitated	adroitly

Lesson 2: Fluency

‘Oh! What is it? Where are we?’ she exclaimed before she could stop herself.

‘No need to alarm yourself, miss,’ said her companion, looking unavailingly out of the window. ‘Wolves on the line, most likely – they often have trouble of that kind hereabouts.’

‘Wolves!’ Sylvia stared at him in terror.

Lesson 2: Anchor Questions

How is Sylvia feeling during the train journey?

Teacher Model Question:

How is the stranger feeling?

Lesson 2: Read

‘Oh! What is it? Where are we?’ she exclaimed before she could stop herself.

‘No need to alarm yourself, miss,’ said her companion, looking unavailingly out of the window. ‘Wolves on the line, most likely – they often have trouble of that kind hereabouts.’

‘Wolves!’ Sylvia stared at him in terror.

‘They don’t often get into the train, though,’ he added reassuringly.

As if in contradiction of his words a sad and sinister howling now arose beyond the windows, and Sylvia, pressing her face against the dark pane, saw that they were passing through woodland where snow lay deep on the ground. Across this white carpet she could just discern a ragged multitude pouring, out of which arose, from time to time, this terrible cry. She was almost petrified with fear and sat clutching her doll in a cold and trembling hand. At length she summoned up the strength to whisper:

‘Why don’t we go on?’

‘Oh, I expect there are too many of them on the line,’ the man answered carelessly.

‘Oh!’ Sylvia exclaimed in irrepressible alarm, as a heavy body thudded suddenly against the window, and she had a momentary view of a pointed grey head, red slavering jaws, and pale eyes gleaming with ferocity.

‘Oh, don’t worry about that,’ soothed her companion. ‘They’ll keep up that jumping against the windows for hours.’

Sylvia was not much comforted by this. She moved along to the middle of the seat and huddled there, glancing fearfully first to one side and then to the other. The strange man seemed quite undisturbed by the repeated onslaught of the wolves which followed. He composed himself to sleep again.

The catch on the window suddenly slipped, and the window fell open with a crash, its glass shivering into fragments.

Sylvia screamed. Another instant, and a wolf precipitated itself through the hole. It turned snarling on the sleeping stranger, who started awake with an oath, and very adroitly flung his cloak over the animal. He then seized one of the shattered pieces of glass and stabbed the imprisoned beast through the cloak. It fell dead.

© Adapted from *The Wolves of Willoughby Chase* Joan Aiken – Vintage Classics

Lesson 2: Teacher Model

How is the stranger feeling?

'No need to alarm yourself, miss'

'he added reassuringly'

"Oh, don't worry about that," soothed her companion'

'the strange man seemed quite undisturbed'

unafraid

unruffled

unperturbed

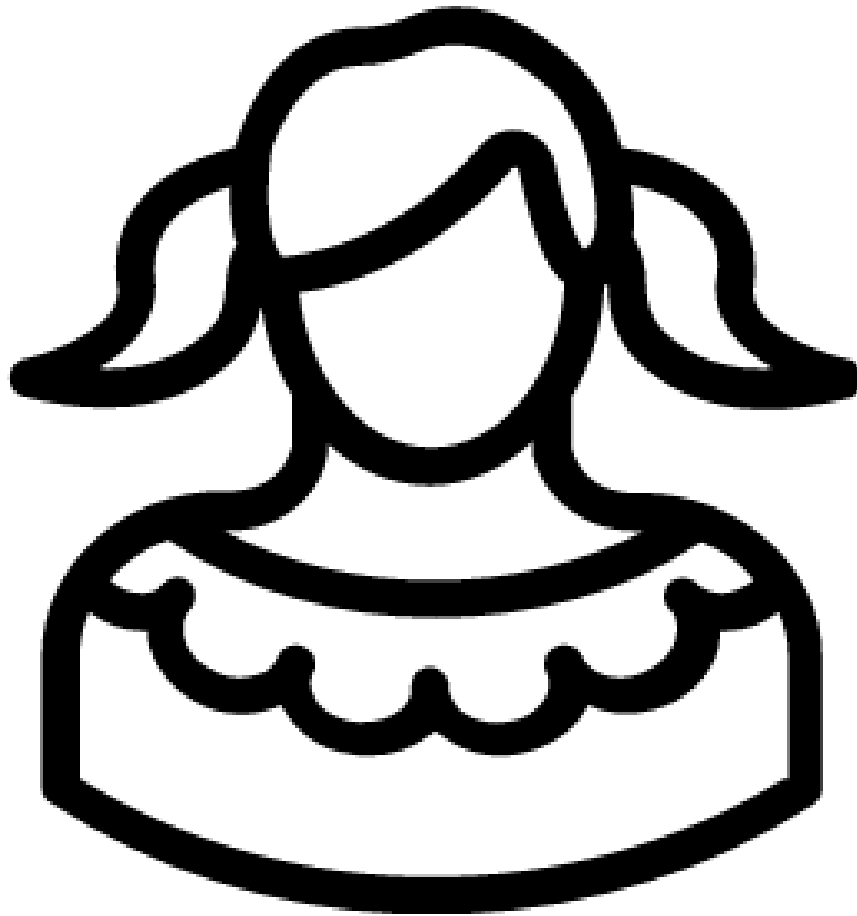
not
threatened

'very adroitly flung his cloak over the animal'

'composed himself again to sleep'

Lesson 2: Children Apply

How is Sylvia feeling?



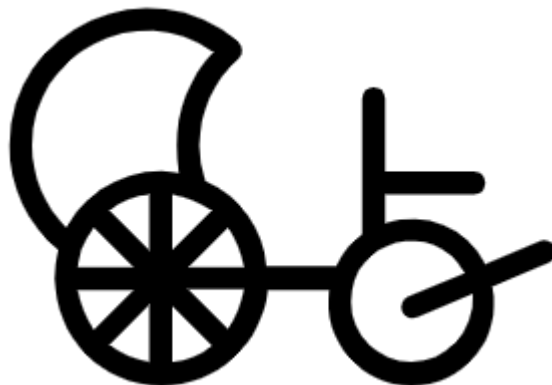
Lesson	3	Vehicle Text & Page	The Wolves of Willoughby Chase Extract from pp.42-43
Anchor Questions(s): What impressions do you get of the relationship between Bonnie and Sylvia?	Vocabulary Teaching: thawing, excursions, impulsively, presence	Focus Comprehension & Strategies: • Increase their familiarity with a wide range of books, including fiction from our literary heritage • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i>	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Explain to the children that the train ride is over and the two cousins have met at the station. They will share a carriage ride to Willoughby Chase. Ask children to Summarise how Sylvia had been feeling on the train. Consider how she might be feeling now that she is with her cousin.</p> <p>Share Anchor Question: Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Children use Find Read Talk to find definitions of vocabulary (see Lesson 3 Vocabulary). Take brief feedback and Clarify understanding.</p> <p>Explore & respond: Read the adapted extract (see Lesson 3: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Role play how the characters would feel about seeing each other – Sylvia after her frightening train ride and Bonnie – having spent time alone in her grand house.</p> <p>Fluency: Read the short passage (see Lesson 3: Fluency), using Pausing as you follow the punctuation cues. Note the use of exclamations and how an excited Bonnie might say these sentences quickly in her excitement. Children Pair Read the same extract x2.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Read a section and tell the children you are struggling to understand the meaning. Tell them you will Reread for sense. Explain this is a strategy to use when a reader is unsure of what they have just read. Have the text enlarged or on screen (see Lesson 3: Read / Teacher Model). Refer to the Anchor Question and use Think Aloud to articulate your choices around gathering evidence. Use the first paragraph only.</p> <p>Reference the Text: Circle the following words and phrases: <i>‘sweetest thing of all’, ‘friendly pressure of Bonnie’s hand’, ‘loving brightness of her smile’.</i></p> <p>Teacher Talks: My first impression is that they are friends as Sylvia finds the friendly touch of Bonnie’s hand the sweetest thing of all – sweeter even than the warm rug and foot-warmer. Add this to the Lesson 3: Teacher Model.</p> <p>Teacher Talks: My second impression is that they love each other as Bonnie’s smile is described as loving and bright. Add this to the Lesson 3: Teacher Model.</p> <p>Ensure all evidence is circled and new vocabulary is underlined.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children can have copies of the extract from the chapter (see Lesson 3: Practise) and they work collaboratively to circle key words and phrases in order to answer the Anchor Question.</p> <p>Practise Taught Strategies & Skills: Use discussion and Thinking Voice to articulate their choices. If they are struggling to find evidence, focus on the following words and phrases: <i>‘I can’t believe you are really here at last!’</i>, <i>‘What delightful times we shall have!’</i>, <i>‘Oh, I can’t wait to show you everything’</i>, <i>‘We shall have such games!’</i>, <i>‘in the summer we can go for excursions’</i>, <i>‘Poor, Bonnie’, said Sylvia, squeezing her cousin’s hand’</i>, <i>‘She received a grateful pressure in return’</i>, <i>‘something magical about this ride’</i>, <i>‘remember for the rest of her life’</i>, <i>‘Bonnie’s happy welcoming presence beside her’.</i> Teacher to feedback on words and phrases the children have circled.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity, by completing the table.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the table.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Find Read Talk, Text Marking, Pair reading, Pausing, Think Aloud, Summarise			
		<p>Acceptable Point(s) Anchor Question</p> <ul style="list-style-type: none">• happy to finally be together / have been waiting for a long time to see each other• looking forward to happy times together• want to play lots of games and visit places• reassure each other with a gentle touch of the hand• find their time together special / magical• feel welcome in each other’s company	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 3: Vocabulary



thawing	excursions
impulsively	presence



Lesson 3: Fluency

‘I can’t believe you are really here at last!’ she said. ‘What delightful times we shall have! Oh I can’t wait to show you everything – the ponies – my father has bought a new little quiet one for you, in case you are not used to riding – and the hot-house flowers, and my collections, and the wolf-hounds. We shall have such games!’

Lesson 3: Anchor Question

What impressions do you get of the relationship between Bonnie and Sylvia?

Lesson 3: Read

The two children were silent for a moment or two, as the carriage galloped on its way. The soft rugs were delicious to Sylvia, and the grateful warmth of the foot-warmer as it struck upwards, gradually thawing her numbed and chilled feet, but the sweetest thing of all was the friendly pressure of Bonnie's hand and the loving brightness of her smile as she turned, every now and then, to scan her cousin.

'I can't believe you are really here at last!' she said. 'What delightful times we shall have! Oh I can't wait to show you everything – the ponies – my father has bought a new little quiet one for you, in case you are not used to riding – and the hot-house flowers, and my collections, and the wolf-hounds. We shall have such games! And in the summer we can go for excursions on the wolds with the pony-trap. If only Mamma and Papa did not have to go away it would be quite perfect.'

She sighed.

'Poor Bonnie,' said Sylvia impulsively, squeezing her cousin's hand. 'Perhaps it will not be for very long.' She received a grateful pressure in return, and they were silent again.

There was something magical about this ride which Sylvia was to remember for the rest of her life – the dark, snow-scented air blowing constantly past them, the snugness and security of the carriage, and above all Bonnie's happy welcoming presence beside her.

© Adapted extract from *The Wolves of Willoughby Chase* Joan Aiken Vintage Classics

Lesson 3: Teacher Model

What impressions do you get of the relationship between Bonnie and Sylvia?





Impression	Evidence
friends	<i>Sweetest thing of all</i> <i>Friendly pressure of Bonnie's hand</i>
love each other	<i>loving brightness of her smile</i>



Lesson 3: Children Apply

What impressions do you get of the relationship between Bonnie and Sylvia? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

Lesson	4	Vehicle Text & Page	The Wolves of Willoughby Chase - Joan Aiken Adapted extract from pp.122-124	
Anchor Questions(s): What does this extract tell you about Miss Diana's character? Teacher Model Question: What does this extract tell you about Lucy's character?		Vocabulary Teaching: resolutely, dim, descended, slouched, surveying, insolently, friendly gesture of greeting, disdainfully, indignation, haughtily	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
		Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Explain that a lady posing as a governess has taken over the house whilst Bonnie's parents are away and has taken Sylvia and Bonnie to work for an unscrupulous woman called Mrs Brisket – far away from Willoughby Chase. Consider all of the wonderful plans that the cousins had for spending time with each other. How will they be feeling, now that this has happened to them? Take brief feedback. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Children to match the vocabulary to their meanings (see Lesson 4: Vocabulary). Explore & respond: Read the extract to the children. Ask children to work with a partner to briefly Summarise what this extract is about. Allow children time to role play the characters of Lucy and the older girl. How would they stand? Talk? Fluency: Read a paragraph again (see Lesson 4: Fluency) using your voice to speak like the haughty girl. Consider how she would be talking to the other children. What would her body movements be? Children Pair Read the same section.				
		Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: <u>Share the Teacher Model Question:</u> What does this extract tell you about Lucy's character? Read a section and tell the children you are struggling to understand the meaning. Tell them you will reread for sense. Explain this is a strategy to use when a reader is unsure of what they have just read. Use Think Aloud as you consider appropriate evidence to answer the question. Reference the text: Circle the words, 'thin, dirty child', 'not certain if the child was a boy or a girl', 'with a frightened gasp', 'picked up a broom several inches taller than herself', 'sweep the floor', 'hair cut so short, even shorter than a boy's?', 'why was she doing housework?', 'Hush!', 'eyes flicked in terror towards the closed door', 'She'll half kill me if she hears me speak!', 'resolutely turned her back and went on with her work'. Teacher Talks: It sounds as though she is not clean – perhaps doesn't regularly have a wash or bath. She may not have much food either as she is thin. The fact that it is difficult to tell if she is a boy or a girl suggests there is no care taken over her appearance. She appears to be young, as the broom is taller than her and she is tasked with doing household chores. She seems frightened of the ladies who have closed the door and doesn't want them to hear the girls. She suggests that the lady of the house will hurt her if she hears her speak and she turns away so that she can't get into trouble. Add to the Lesson 4: Teacher Model, ensuring evidence in the text is circled and new vocabulary is underlined.				
		Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children have copies of the extract (see Lesson 4: Children Practise) and they work collaboratively to find evidence to answer the Anchor Question . Practise Taught Strategies & Skills: They use their Thinking Voices to talk through evidence they are gathering. If they are struggling, focus on: 'feeling they were being watched', 'staring down at them', 'this person descended slowly towards them', 'girl of about fifteen', 'tall and thin, with a pale, handsome, sharp-featured face', 'walked with a slouch', 'very richly dressed in velvet', 'several bracelets', 'carried a pair of silver skates', 'surveying them coolly and insolently', 'made no remark or friendly gesture of greeting', 'merely looked them up and down', 'tugged off Sylvia's white fur cap and tried it on herself', 'she said coldly', 'dropped the cap disdainfully on the floor', 'pushed haughtily past them'. Teacher to feedback on the evidence they are circling.				
		Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply. Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the table. Demonstrate how to answer the question using acceptable points and evidence, e.g. This extract tells us that Miss Dianna is rich as she wears fine clothes and jewellery. We also find out that she is unfriendly as she does not welcome the visitors and looks down on them. Children then complete the answer themselves. Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: • Responses to the Anchor Questions • Use of the strategies taught i.e. Re reading, Find Read Talk, Text Marking, Pair reading, Pausing, Think Aloud				
			Acceptable Point(s) Anchor Question <ul style="list-style-type: none">• rich / wears fine clothes and jewellery• not welcoming or kind• condescending – looks them up and down• takes things that aren't hers• disrespectful• thinks she is better than other people	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 4: Vocabulary



Word	Definition
resolutely	In a determined way
dim	Little light
slouched	Shoulders hanging forward and head bent slightly
surveying	Looking around
indignation	Anger about a situation you think is wrong or unfair
friendly gesture of greeting	No caring or welcoming movement of the hands, head or body
disdainfully	To look at something in a way that suggests you don't like or respect it
haughtily	Unfriendly and considering yourself to be better than others
insolently	In a rude way that doesn't show respect

Lesson 4: Fluency

‘Hm,’ she said coldly. ‘What a nuisance you’re not bigger.’ She dropped the cap disdainfully on the floor. Sylvia’s lips parted in indignation; even she, mild and good-tempered as she was, would have protested had she not noticed Lucy’s face behind the girl’s elbow, grimacing at her in agony of alarm, evidently warning her not to object to this treatment.

She said to Lucy, ‘If either of the new girls is good at mending, make her sew up my satin petticoat. It’s split.’ Then she paused haughtily past them and went out, slamming the front door.

Lesson 4: Anchor Question

What does this extract tell you about Miss Diana’s character?

Teacher Model Question:

What does this extract tell you about Lucy’s character?

Lesson 4: Read

The door was opened by a thin, dirty child in a brown pinafore. Bonnie and Sylvia were not certain if the child was a boy or a girl until Miss Slighcarp said, 'It's you, is it, Lucy? Where is Mrs Brisket?'

'In here, please, miss,' Lucy said with a frightened gasp, and opened a door on one side of the entrance hall. Miss Slighcarp swept through, turning her head to say to Bonnie and Sylvia, 'Wait there. Don't speak or fidget.'

Somebody shut the door. The little girl picked up a broom several inches taller than herself and began to sweep the floor.

'Are you a pupil here?' Bonnie asked her curiously. The brown pinafore looked like some kind of uniform – but why was her hair cut so short, even shorter than a boy's? and why was she doing the housework?

'Hush!' whispered Lucy. Her eyes flicked in terror towards the closed door. 'She'll half kill me if she hears me speak!'

'Who?' breathed Bonnie.

'Her. Mrs Brisket.'

Bonnie looked as if she was on the point of asking more questions, but Sylvia hushed her, not wishing to get Lucy into trouble, and Lucy herself resolutely turned her back and went on with her work, stirring up a cloud of dust in the dim and stuffy hall.

Suddenly Sylvia had a feeling that she was being watched. Meeting Sylvia's eyes, a person slowly descended towards them.

She was a girl of about fifteen, tall and thin, with a pale, handsome, sharp featured face. She walked with a slouch, and was very richly dressed in velvet, with a band of fur round her jacket and several bracelets. She carried a pair of silver skates.

She walked up to Bonnie and Sylvia, surveying them coolly and insolently. She made no remark or friendly gesture of greeting; merely looked them up and down, and then, with a sudden quick movement, tugged off Sylvia's white fur cap and tried it on herself. It was too small.

'Hm,' she said coldly. 'What a nuisance you're not bigger.' She dropped the cap disdainfully on the floor. Sylvia's lips parted in indignation; even she, mild and good-tempered as she was, would have protested had she not noticed Lucy's face behind the girl's elbow, grimacing at her in agony of alarm, evidently warning her not to object to this treatment.

She said to Lucy, 'If either of the new girls is good at mending, make her sew up my satin petticoat. It's split.' Then she paused haughtily past them and went out, slamming the front door.

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Lesson 4: Teacher Model

What does this extract tell you about Lucy's character?

It sounds as though she is not clean – perhaps doesn't regularly have a wash or bath.

She may not have much food either as she is thin.

The fact that it is difficult to tell if she is a boy or a girl suggests there is no care taken over her appearance.

She appears to be young, as the broom is taller than her and she is tasked with doing household chores.


She seems frightened of the ladies who have closed the door and doesn't want them to hear the girls. She suggests that the lady of the house will hurt her if she hears her speak and she turns away so that she can't get into trouble.



Lesson 4: Children Apply

What does this extract tell you about Miss Diana's character?



Lesson	5	Vehicle Text & Page	The Wolves of Willoughby Chase - Joan Aiken Adapted extract from pp.190-191
Anchor Questions(s): How is Sylvia feeling? What does she think?	Vocabulary Teaching: dumb with fright, palpitating, pandemonium, paralysis	Application of Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
<div></div> <h2>Extended Apply lesson</h2>			
<p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none">• Lesson 5: Vocabulary• Lesson 5: Extended Application Activity• the Vehicle Text <p>Activate Prior knowledge: Explain to the children that Bonnie and Sylvia have managed to escape from Miss Brisket and Miss Slighcarp's deception has been exposed. Bonnie and Sylvia have travelled to London to find her penniless aunt and tell her all that has happened. They find her very unwell in bed.</p> <p>Share Anchor Questions: Refer to this throughout the lesson.</p> <p>Vocabulary: Discuss meanings of vocabulary, using Find, Read, Talk</p> <p>Enjoy and Respond to the text: Read the adapted extract (see Lesson 5: Read). Ask children to briefly Summarise what has happened in this extract. Explain the tasks the children have to complete.</p> <p>Written Responses / Evidence Anchor Question(s):</p> <ul style="list-style-type: none">• In the Reading Journal place the Extended Application Activity sheet. <p>Teacher note: You may want the children to complete this independently, as evidence of their independent application.</p> <div><p>Teacher Note:</p><ul style="list-style-type: none">•In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.•Depending on the time allocated to this lesson select all or some of the following activities.</div> <p>Activity 2: Complete Comprehension Questions</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none">•Use of the strategies taught across the week i.e. and, Text Marking, Find Read Talk, Summarising, Inference•Responses they have given to the Anchor Questions			

Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 5: Vocabulary



dumb with fright	palpitating
pandemonium	paralysis



Lesson 5: Anchor Question

How is Sylvia feeling? What does she think?



Lesson 5: Read

Aunt Jane sipped it, and soon, for she was still very weak, she slipped off to sleep, holding Sylvia's hand. Sylvia, too, began to doze, leaning against her aunt's bed, half-awake and half-dreaming.

Sylvia was dumb with fright. She was unable to move. Nearer and nearer Miss Slighcarp came, tramp, tramp, tramp...

Suddenly Sylvia was awake. And listening. And there were footsteps coming up the stairs.

She lay palpitating, with her heart hot against her ribs. Who could it be? The night was still black dark. No light showed under the door, if it was the doctor, surely he would be carrying a light? The steps were very slow, very cautious, as if whoever it was wanted to make as little sound as possible. Sylvia knew that she must move – she must –

A frantic cackling, hissing, and honking broke out on the stairs. There was a yell, a thud, more cackling, pandemonium!


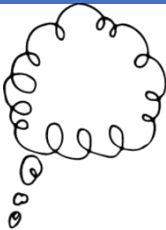
'What is it?' said Aunt Jane drowsily.

'Oh, what can it be?' cried Sylvia, pale with terror.

But the noise had shaken her out of her paralysis, and she seized a candle, lit it at the nightlight, and ran to the door.

© Extract from *The Wolves of Willoughby Chase* Joan Aiken Vintage Classics

Lesson 5: Children Apply

How is Sylvia Feeling? What is she thinking?	How does the author let us know?
<p>What is Sylvia feeling?</p> 	
<p>What is Sylvia thinking?</p> 	

Lesson 5: Reading Comprehension

- A. But the noise had shaken her out of her paralysis, and she seized a candle, lit it at the nightlight, and ran to the door.

The word '*seized*' suggests that Sylvia grabbed the candle:

Tick one

Carefully ☐

Quickly ☐

Carelessly ☐

Slowly ☐

- B. What does Sylvia do when she is shaken out of her paralysis?

Put a tick in the correct box to show whether each of the following statements is **true** or **false**.

	True	False
Seize the candle	<input type="checkbox"/>	<input type="checkbox"/>
Jump into the bed	<input type="checkbox"/>	<input type="checkbox"/>
Light the nightlight	<input type="checkbox"/>	<input type="checkbox"/>
Hide behind the door	<input type="checkbox"/>	<input type="checkbox"/>
Run to the door	<input type="checkbox"/>	<input type="checkbox"/>

- C. '*A frantic cackling, hissing, and honking broke out on the stairs. There was a yell, a thud, more cackling, pandemonium!*'

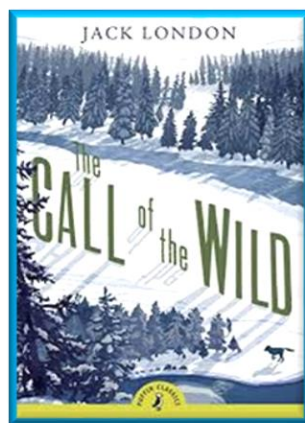
Find and write **two** words that show that there is a disturbance in the extract?







Shared Reading Planning Year 6

Unit D: Reading Breadth
Literary Heritage, Plays & Poetry

Fiction 2



Lesson	1	Vehicle Text & Page	The Call of the Wild Jack London Adapted extract from Chapter 1 pp.2&3
Anchor Question(s): How does the author explore the theme of belonging in the extract?	Vocabulary Teaching: demesne, vast, populous, obscurely, recesses, realm, rambles, imperiously	Focus Comprehension & Strategies: • Identify and discuss themes and conventions in and across a wide range of writing • Read closely, annotating for specific purposes • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Write the word ‘Themes’ in the centre of the flip chart and ask children to Think Pair Share any themes they remember from previous learning. If this is new to the children, use the themes sheet below (see Lesson 1 Activate Prior Knowledge). Children move around the room and try to match the theme with the definition. Take brief feedback. Explain that Jack London includes a range of themes in the book <i>The Call of the Wild</i>, which we will be exploring over the next few days.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share the meaning of the word ‘<i>demesne</i>’ (an area of land controlled by someone). Demonstrate how to use Find Read Talk to define the word ‘<i>imperiously</i>’. If I look at the sentence the word is in – ‘<i>Among the terriers he stalked imperiously, Toots and Ysabel he utterly ignored, for he was king</i>’, I know that the other dogs don’t matter – Buck actively ignores them. So I think it must mean he looks down on them without respecting them – like he is superior. Encourage children to locate the other vocabulary words in the text using Read Find Talk. Briefly Clarify as a class.</p> <p>Explore & Respond: Read the adapted extract (see Lesson 1 Read). Ask children to turn to a partner and Summarise what they have just read. Take initial feedback using Stop & Jot in response to the Anchor Question.</p> <p>Fluency: Model fluency by Pausing at punctuation cues (see Lesson 1: Fluency). Particularly focus on the dash and the commas, and use your voice to show that Buck looks at the other dogs without respect. Children Pair Read the same extract.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Reread the first paragraph of the adapted extract from <i>The Call of the Wild</i> (see Lesson 1 Read / Teacher Model / Children Practise) and Annotate to show how the author is developing the theme of belonging.</p> <p>Reference the Text: Circle ‘<i>Buck ruled</i>’, ‘<i>here he was born</i>’, ‘<i>here he had lived the four years of his life</i>’, ‘<i>they did not count</i>’. Use Think Aloud as you make notes around the extract.</p> <p>Teacher Talks: The theme of belonging is explored in this extract as it is clear that Buck has lived there all of his young life. He rules there and even though other dogs come and go, they don’t count. He is the dog that belongs there. Now add to the Lesson 1 Teacher Model sheet, to record some of the details around the theme of belonging. Ensure all evidence is circled and new vocabulary is underlined.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children read through the rest of the extract in pairs, considering the theme of belonging.</p> <p>Practise Taught Strategies & Skills: Use their Thinking Voice to explain where the evidence of the theme is in the text, considering the details the author has used to show how much the dog feels like he belongs. Annotate around the extracts. If the children are struggling to find evidence, consider ‘<i>they came and went</i>’, ‘<i>Buck was neither house-dog nor kennel-dog</i>’, ‘<i>the whole realm was his</i>’, ‘<i>plunged in the swimming pool</i>’, ‘<i>went hunting with the Judge’s sons</i>’, ‘<i>escorted Mollie and Alice</i>’, ‘<i>on wintry nights he lay at the Judge’s feet before a roaring fire</i>’, ‘<i>carried the Judge’s grandson’s on his back</i>’, ‘<i>rolled them in the grass</i>’, ‘<i>guarded their footsteps</i>’, ‘<i>stalked imperiously</i>’, ‘<i>he was king – king over all the creeping, crawling, flying things of Judge Miller’s place, humans included</i>’.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Find Read Talk, Annotate, Summarise, Pair reading, Pausing, Think Aloud, Stop & Jot			
		<p>Acceptable Point(s) Anchor Question</p> <ul style="list-style-type: none">• he has always been there• he is accepted by the family / has a good relationship with all members of the family• he does lots of things with the family• he is permitted to sit with the master• he has the run of the whole estate• he expects the other dogs to obey him / he acts as if he is more important than the other dogs• feels like he rules over everyone and everything	

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 1: Activate Prior Knowledge



Friendship	Characters who enjoy spending time together, trust each other and are loyal to each other.
Responsibility	Characters who 'do the right thing' by keeping their promises or looking after someone or something
Kindness	Characters who are helpful and considerate of others.
Courage	Characters who overcome their fears.
Good vs Evil	Characters who do the right thing against characters who do the wrong thing.
Co-operation	Characters who work together to achieve something.
Acceptance	Characters who support other characters and their differences.

Lesson 1: Vocabulary



demesne	vast
populous	obscurely
recesses	realm
rambles	imperiously



Lesson 1: Fluency

Among the terriers he stalked imperiously, Toots and Ysabel he utterly ignored, for he was king – king over all of the creeping, crawling, flying things of Judge Miller's place, humans included.

Lesson 1: Anchor Question

How does the author explore the theme of belonging in the extract?

Lesson 1: Read

And over this great demesne Buck ruled. He was born and here he had lived the four years of his life. There were other dogs. There could not but be other dogs on so vast a place, but they did not count. They came and went, resided in the populous kennels, or lived obscurely in the recesses of the house, like Toots, the Japanese pug or Ysabel, the Mexican hairless. On the other hand, there were the fox terriers, a score of them at least, who yelped at Toots and Ysabel.

But Buck was neither house-dog nor kennel-dog. The whole realm was his. He plunged into the swimming tank or went hunting with the Judge's sons; he escorted Mollie and Alice, the Judge's daughters, on long twilight or early morning rambles; on wintry nights he lay at the Judge's feet before a roaring fire; he carried the Judge's grandsons on his back, or rolled them in the grass, and guarded their footsteps through wild adventures. Among the terriers he stalked imperiously, Toots and Ysabel he utterly ignored, for he was king – king over all of the creeping, crawling, flying things of Judge Miller's place, humans included.

© Adapted from *The Call of the Wild* Jack London Penguin Random House

Lesson 1: Teacher Model

How does the author explore the theme of belonging in the extract?

He rules there

Other dogs come
and go but he has
always been there







Has lived there
all his young life

Lesson 1: Children Apply

How does the author explore the theme of belonging in the extract?



Lesson	2	Vehicle Text & Page		The Call of the Wild Jack London Adapted Extract from pp. 27-28
Anchor Questions(s): How does the author explore the theme of survival in the extract?	Vocabulary Teaching: fastidiousness, remedy, ration, compel, malingerer, duplicated, misdeed, hostile, prosper, accommodated himself, new mode of life		Focus Comprehension & Strategies: • Identify and discuss themes and conventions in and across a wide range of writing • Read closely, annotating for specific purposes • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	
		Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text		
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Remind children of the set of theme cards, and recall some literary themes. Write the word ‘survival’ on the flip-chart and consider what it means. Explain that the theme of survival is explored in The Call of the Wild.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share the meaning of the word ‘fastidious’. Explain that it can mean wanting to have everything in your life perfect and a dislike of anything dirty or unpleasant. In this context, Buck realises he cannot hold on to these ideals or he will not survive. Children Find, Read, Talk the rest of the vocabulary. Briefly Clarify.</p> <p>Explore & respond: Read the adapted extract and ask children to turn to a partner and Summarise what they have just read. Briefly discuss the difference between Buck’s life in yesterday’s session and how his life is at this point in the story. Role play how Buck might be feeling.</p> <p>Fluency: Read Lesson 2: Fluency, modelling fluency by Pausing at punctuation cues – particularly the commas. Children Pair Read the rest same extract.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Reread the adapted extract (see Lesson 2 Read / Teacher Model / Children Practise) and Annotate to show how the author is developing the theme of survival in this extract.</p> <p>Reference the text: Circle words like, ‘swiftly lost his fastidiousness’, ‘there was no defending it’, ‘fighting off two or three’, ‘he ate as fast as they’, ‘taking what did not belong to him’. Use Think Aloud to talk about how this shows that Buck must adapt and fight for survival or he will die:</p> <p>Teacher Talks: Buck soon had to forget his well-mannered ways of eating correctly as other dogs were stealing his food and he couldn’t stop them. He had to adapt to survive and eat as quickly as possible. He also started to steal, in order to survive.</p> <p>Now add to the Lesson 2 Teacher Model sheet, to record some of the details around the theme of survival.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Children read through the rest of the extract in pairs, considering how Buck has had to adapt in order to survive this new existence.</p> <p>Practise Taught Strategies & Skills: Use their Think Aloud to explain where the evidence of the theme is in the text and Annotate, considering the details the author has used. If the children are finding it difficult to locate evidence, consider ‘he watched and learned’, ‘he duplicated the performance’, ‘first theft marked Buck as fit to survive’, ‘his capacity to adjust himself to changing conditions’, ‘ruthless struggle for existence’, ‘he accommodated himself to the new mode of life’.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Find Read Talk, Annotate, Pair Read, Pausing, Think Aloud, Summarise				
<div><p>Acceptable Point(s) Anchor Question</p><ul style="list-style-type: none">• learned from others• copied what others did• stole to survive• adapted to his changing environment / conditions• had to leave behind his pleasant ways• got used to his new situation</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 2: Vocabulary



fastidiousness	remedy
ration	compel
duplicated	misdeed
hostile	prosper
accommodated himself	new mode of life



Lesson 2: Fluency

This first theft marked Buck as fit to survive in the hostile Northland environment. It marked his adaptability, his capacity to adjust himself to changing conditions, the lack of which would have meant swift and terrible death.

Lesson 2: Anchor Question

How does the author explore the theme of survival in the extract?

Lesson 2: Read / Teacher Model / Children Apply

He swiftly lost his fastidiousness which had characterized his old life. A dainty eater, he found that his mates, finishing first, robbed him of his unfinished ration. There was no defending it. While he was fighting off two or three, it was disappearing down the throats of others. To remedy this, he ate as fast as they; and, so greatly did hunger compel him, he was not above taking what did not belong to him. He watched and learned. When he saw Pike, one of the new dogs, a clever malingerer and thief, slyly steal a slice of bacon when Perrault's back was turned, he duplicated the performance the following day, getting away with the whole chunk. A great uproar was raised, but he was unsuspected; while Dub, an awkward blunderer who was always getting caught, was punished for Buck's misdeed.

This first theft marked Buck as fit to survive in the hostile Northland environment. It marked his adaptability, his capacity to adjust himself to changing conditions, the lack of which would have meant swift and terrible death. It marked further decay or going to pieces of his moral nature, a vain thing and a handicap in the ruthless struggle for existence. It was all well enough in the Southland, under the law of love and fellowship, to respect private property and personal feelings; but in the Northland, under the law of club and fang, who so took such things into account was a fool, and in so far as he observed then he would fail to prosper.

Not that Buck reasoned it out. He was fit, that was all, and unconsciously he accommodated himself to the new mode of life.

Adapted from © The Call of the Wild Jack London Penguin Random House

Lesson 2: Teacher Model

How does the author explore the theme of survival in the extract?

He had to eat as quickly as possible.

He started to steal in order to survive.







He had to forget his well-mannered ways

Lesson 2: Children Apply

How does the author explore the theme of survival in the extract?

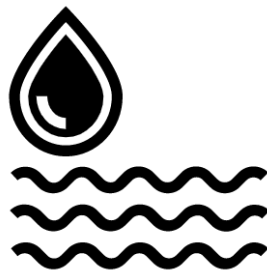


Lesson	3	Vehicle Text & Page	The Call of the Wild Jack London Adapted extract from pp.28&29
Anchor Question(s): How does Buck become adapted to his new life?	Vocabulary Teaching and subject specific words: retrogression, callous, loathsome, indigestible, extracted, nutriment, keen, acuteness, peril, conspicuous, in advance, inevitably		Focus Comprehension & Strategies: • Make comparisons within and across books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes
Focus Content Domain(s): 2h: Make comparisons within the text 2d make inferences from the text / explain and justify inferences with evidence from the text			
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: On the flipchart draw two columns labelled Buck's early life and Buck's life now. Ask children to Think Pair Share the differences and briefly discuss how difficult life must be for him now. In what ways do they think he may have had to adapt physically and mentally to his new way of life? Take brief feedback.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share the meanings of the words 'retrogression' (the act of returning to an older or worse state) and 'conspicuous' (most noticeable). Allow time for the children to Find, Read, Talk the rest of the vocabulary (see Lesson 3: Vocabulary). Briefly Clarify.</p> <p>Explore & respond: Read the adapted extract to the children (see Lesson 3: Read / Teacher Model / Children Practise) and ask them to turn to a partner and Summarise what they have just read. Allow time to Stop & Jot initial responses to the Anchor Question.</p> <p>Fluency: Return to part of the extract, modelling fluency by Pausing at punctuation cues (see Lesson 3: Fluency). Children Pair Read the opening paragraph, Pausing appropriately.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Reread the adapted extract (see Lesson 3: Read / Teacher Model / Children Practise) and circle evidence to answer the Anchor Question. Use Think Aloud to articulate evidence choices.</p> <p>Reference the text: Circle words like, 'his development (or retrogression) was rapid', 'muscles became hard as iron', 'grew callous to ordinary pain'. Talk about how this shows that Buck has adapted:</p> <p>Teacher Talks: He quickly adapts, both physically as he becomes more muscular, but mentally too – he could withstand being hurt.</p> <p>Now add to the Lesson 3 Teacher Model sheet, labelling the adaptations he has made (see Lesson 3: Teacher Model).</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children have the rest of the adapted extract (one copy per pair to allow for discussion and collaboration). They use Think Aloud to consider all of the physical and mental adaptations Buck has made to his new situation.</p> <p>Practise Taught Strategies & Skills: If children are finding it difficult to locate evidence, consider 'achieved an internal as well as external economy', 'could eat anything', 'juices of his stomach extracted the last least particle of nutriment', 'blood carried it to the farthest reaches of his body', 'building it into the toughest and stoutest tissues', 'sight and scent became remarkably keen', 'hearing developed such acuteness', 'in his sleep heard the faintest sound', 'knew whether it heralded peace or peril', 'learned to bite the ice out with his teeth', 'break it by rearing and striking it with stiff fore legs', 'ability to scent the wind'. Teacher to feedback as children work.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Summarise, Stop & Jot, Find Read Talk, Pair reading, Pausing, Think Aloud			
<p>Acceptable Point(s) Anchor Question</p> <ul style="list-style-type: none">• has become more muscular / strong body• can withstand pain• could eat anything – even foods that seem impossible to eat• stomach and blood using every nutrient available• excellent sense of smell and sight• very strong hearing• knew when danger was near and when it was safe• could break ice in order to drink / survive• knew what the weather would be like from the wind			

Lesson 3: Vocabulary



retrogression	callous
loathsome	indigestible
extracted	nutriment
keen	acuteness
peril	conspicuous
in advance	inevitably



Lesson 3: Fluency

He could eat anything, no matter how loathsome or indigestible; and, once eaten, the juices of his stomach extracted the last least particle of nutriment; and his blood carried it to the farthest reaches of his body, building it into the toughest of tissues.

Lesson 3: Anchor Questions

How does Buck become adapted to his new life?

Lesson 3: Read

His development (or retrogression) was rapid. His muscles became hard as iron, and he grew callous to all ordinary pain. He could eat anything, no matter how loathsome or indigestible; and, once eaten, the juices of his stomach extracted the last least particle of nutriment; and his blood carried it to the farthest reaches of his body, building it into the toughest of tissues. Sight and scent became remarkably keen, while his hearing developed such acuteness that in his sleep he heard the faintest sound and knew whether it brought peace or peril. He learned to bite the ice out with his teeth when it collected between his toes; and when he was thirsty and there was thick ice over the water hole, he would break it by rearing and striking it with stiff fore legs. His most conspicuous trait was an ability to scent the wind and forecast it a night in advance. No matter how breathless the air when he dug his nest by tree or bank, the wind that later blew inevitably found him sheltered and snug.

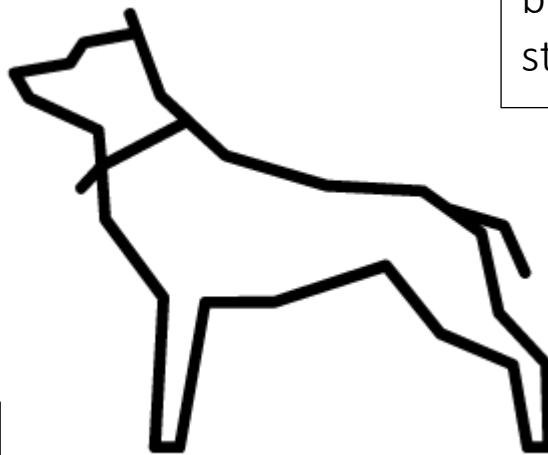
Adapted from © The Call of the Wild Jack London Penguin Random House

Lesson 3: Teacher Model Activity

How does Buck become adapted to his new life?

He quickly adapts
both physically
and mentally

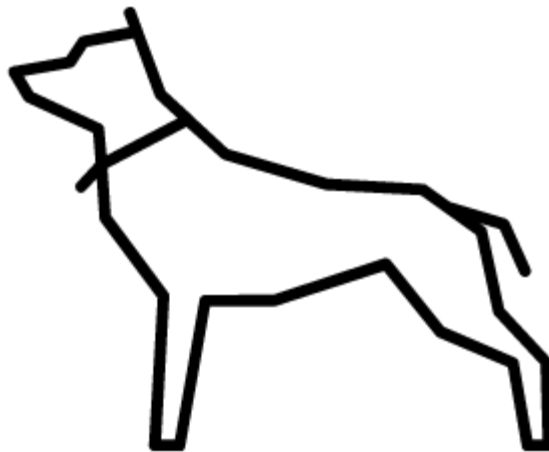
His muscles
become as
strong as iron







He could
withstand pain

Lesson 3: Children Apply Activity

How does Buck become adapted to his new life?



Lesson	4	Vehicle Text & Page	The Call of the Wild Jack London Extract adapted from pp.54-56	
Anchor Question(s): Do you think Buck is a good leader? What makes you say this?	Vocabulary Teaching: triumphantly, undervalued, superior, excelled, toil, good-natured, licked them into shape, unruly, compelled to do so, by virtue of, solidarity, celerity		Focus Comprehension & Strategies: • Read closely, annotating for specific purposes • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Ask children to Think Pair Share what they remember about how Buck had adapted to his new life. Take brief feedback. Explain to the children that Buck eventually becomes the leader of the dog team and that this session will focus on what the author wants us to think about his skills as a leader.</p> <p>Share Anchor Question(s): Explicitly and refer to these throughout the lesson.</p> <p>Vocabulary: Give children the definitions of 'solidarity' (agreement between and support for members of a group) and 'celerity' (speed). Explain that 'traces' are straps that attached the dogs to the sleigh. Demonstrate how to use Find, Read, Talk to define 'toil'. Here, we find it in the sentence '<i>Their business was to toil, and toil mightily</i>'. Here we consider the purpose of the dog team. They are working for the men and their job is very hard. I think that toil in this context will mean work. Children Find, Read, Talk the meanings of the rest of the vocabulary. Briefly Clarify understanding.</p> <p>Explore & respond: Read the adapted extract (see Lesson 4: Read / Teacher Model / Children Practise). Ask children to Summarise. Discuss briefly how Buck has been changing and adapting and how this would have led to him wanting to lead the other dogs. Encourage children to Stop & Jot their initial responses to the Anchor Questions.</p> <p>Fluency: Return to part of the extract (see Lesson 4: Fluency), modelling fluency by using Expression as you read the words written in a regional dialect. Children Pair Read the same extract. What does this tell us about what the men think of Buck's leadership skills?</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Reread the opening paragraph of the adapted extract (see Lesson 4: Read / Teacher Model / Children Practise). Circle words and phrases that show how the author is exploring the theme of leadership. Use Think Aloud to explain your choices.</p> <p>Reference the text: Circle the following words and phrases, '<i>Buck trotted in, laughing triumphantly</i>', '<i>swung around into position at the head of the team</i>', '<i>he had undervalued</i>'.</p> <p>Teacher Talks: Buck naturally fits in as leader of the dogs. He feels like he has achieved a great victory – that he is the deserving leader. The dog-driver soon found out that he had underestimated Buck's ability to be the leader – he has turned out to be much better than he thought.</p> <p>Complete Lesson 4: Teacher Model. Ensure all evidence is circled and new vocabulary is underlined.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: Children to read the extract, one copy per pair to encourage collaboration (see Lesson 4: Read / Teacher Model / Children Practise).</p> <p>Practise Taught Strategies & Skills: Share the Anchor Questions again and explain they will be using Think Aloud to find evidence of Buck's qualities as a leader. If they are finding it difficult to locate evidence, consider '<i>At a bound, Buck took up the duty of leadership</i>', '<i>quick thinking and quick acting</i>', '<i>showed himself superior even of Spitz, of whom Francois had never seen an equal</i>', '<i>in giving the law and making his mates live up to it, that Buck excelled</i>', '<i>Buck proceeded to lick them into shape</i>', '<i>was swiftly and repeatedly shaken for loafing</i>', '<i>was pulling more than ever before in his life</i>', '<i>punished roundly – a thing that Spitz had never succeeded in doing</i>', '<i>smothered him by virtue of superior weight</i>', '<i>cut him up till he ceased snapping</i>', '<i>general tone of the team picked up immediately</i>', '<i>recovered its old-time solidarity</i>', '<i>leaped as one dog in the traces</i>'. Teacher to feedback during the activity.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Stop & Jot, Find Read Talk, Text Marking, Pair reading, Expression, Think Aloud, Summarise <p>Marking, Pair reading, Expression, Think Aloud, Summarise</p> <p>*terms shown in bold explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections</p>				
<div><div>Acceptable Point(s) Anchor Question<ul style="list-style-type: none">• he was keen to be leader• he was good at making decisions quicklyHe was better than the previous leader<ul style="list-style-type: none">• he kept the dogs under control – they followed the rules under his leadership• he dealt with them if they did anything wrong• he didn't stand for laziness / ensured they worked hard• punished them if they did wrong• the team worked better under his leadership• they are now working together, like they used to</div></div>				

Lesson 4: Vocabulary



triumphantly	undervalued
superior	excelled
toil	good-natured
licked them into shape	unruly
compelled to do so	by virtue of
solidarity	celerity



Lesson 4: Fluency

‘Nevaire such a dog as dat Buck!’ he cried.
‘No nevaire! Heem worth t’ousan’ dollair, by
Gar! Eh? Wot you say, Perrault?’
And Perrault nodded.

Lesson 4: Anchor Question

**Is Buck a good leader? What makes
you say this?**

Lesson 4: Read / Teacher Model / Children Practise

Buck trotted in, laughing triumphantly, and swung around into position at the head of the team. His traces were fastened, the sled broken out, and with both men running they dashed out on to the river trail.

While the day was yet young, the dog-driver found that he had undervalued Buck. At a bound Buck took up the duties of leadership; and where judgement was required, and quick thinking, he showed himself the superior even of Spitz, of whom Francois had never seen an equal.

But it was in giving the law and making his mates live up to it, that Buck excelled. Dave and Sol-leks did not mind the change in leadership. It was none of their business. Their business was to toil, and toil mightily, in the traces. Billee, the good-natured, could lead for all they cared so long as he kept order. The rest of the team, however, had grown unruly during the last days of Spitz, and their surprise was great now that Buck proceeded to lick them into shape.

Pike, who pulled at Buck's heels, and who never put an ounce more of his weight against the breast-band than he was compelled to do, was swiftly and repeatedly shaken for loafing; and ere the first day was done he was pulling more than ever before in his life. The first night in camp, Joe, the sour one, was punished roundly – a thing that Spitz had never succeeded in doing. Buck simply smothered him by virtue of superior weight, and cut him up till he ceased snapping and began to whine for mercy.

The general tone of the team picked up immediately. It recovered its old-time solidarity, and once more the dogs leaped as one dog in the traces. At the Rink Rapids two native huskies, Teek and Koona, were added; and the celerity with which Buck broke them in took Francois's breath.

'Nevaire such a dog as dat Buck!' he cried. 'No nevaire! Heem worth t'ousan' dollair, by Gar! Eh? Wot you say, Perrault?'

And Perrault nodded.

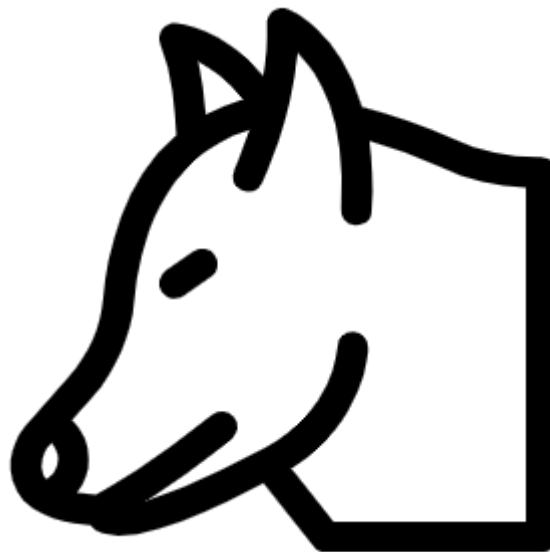
Adapted Extract from ©The Call of the Wild Jack London

Lesson 4: Read / Teacher Model

Is Buck a good leader? What makes you say this?

He feels that he is the deserving leader as he takes up the role triumphantly – like it is a well-won victory.

The dog-rider is impressed with his leadership skills as it said he had previously undervalued him.



Lesson 4: Children Apply


Is Buck a good leader? What makes you say this?

Give **two** reasons why you think this, using evidence from the text to support your answer

1 _____

2 _____



Lesson	5	Vehicle Text & Page	The Call of the Wild by Jack London Adapted extract from pp.81 & 82	
Anchor Questions(s): How does the author explore the theme of suffering?		Vocabulary Teaching: draggled, perambulating, insensible, halt, tottered	Focus Comprehension & Strategies: <ul style="list-style-type: none">Identify and discuss themes and conventions in and across a wide range of writingDraw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidenceUse a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text
		Extended Apply lesson		
Through this selection of activities children will need copies of: <ul style="list-style-type: none">Lesson 5: Extended Application ActivityVocabulary sheetthe Vehicle Text Activate Prior knowledge: Children turn to a partner and Summarise what they know of the story of Buck so far. Explain that the dogs are now at the hands of other owners, who treat the animals cruelly. The extract will explore the theme of suffering. Vocabulary: Children use Find, Read, Talk to find the meanings of the vocabulary. Share Anchor Question: Refer to this throughout the lesson. Enjoy and Respond to the text: Read the text together and Visualise what Buck's physical and mental state would be now.				
<div>Teacher Note:<ul style="list-style-type: none">In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.Depending on the time allocated to this lesson select all or some of the following activities.</div>				
Written Responses / Evidence Anchor Question(s): <ul style="list-style-type: none">In the Reading Journal place the Extended Application Activity sheets. On an enlarged copy demonstrate how to complete the sheets (relate to the Anchor Questions). Teacher note: You may want the children to complete this independently, as evidence of their independent application.				
Lesson 5: Apply Activity - Comprehension Questions: See below.				
Lesson 5: Apply Activity Children can imagine they are an animal welfare organisation and they have rescued the dog from its cruel owner. Children could: write a report about the dog's physical and mental state write an appeal to other dog owners who use them for work, encouraging them to treat their dogs better or write as if they are Buck through, for example, a diary entry				
Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: <ul style="list-style-type: none">Use of the strategies taught across the week i.e. and, Text Marking, Find Read Talk, Scanning, Summarising.Responses they have given to the Anchor Questions.				
You may want to read the end of the book or let the children know that Buck saw out his days with a much kinder owner.				
*terms shown in bold explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections				

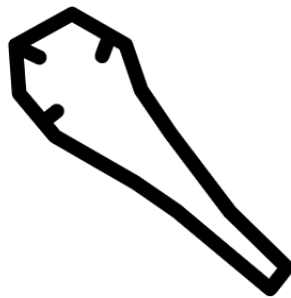
Teacher Note:

- In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.
- Depending on the time allocated to this lesson select all or some of the following activities.

Lesson 5: Vocabulary



draggled	perambulating
insensible	halt
tottered	



Lesson 5: Read

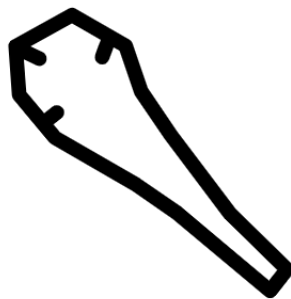
And through it all Buck staggered along at the head of the team as in a nightmare. He pulled when he could; when he could no longer pull, he fell down and remained till blows from the whip and club drove him to his feet again. All the stiffness and gloss had gone out of his beautiful furry coat. The hair hung down, limp and draggled, or matted with dried blood where Hal's club had bruised him. His muscles had wasted away to knotty strings, and the flesh pads had disappeared, so that each rib and every bone in his frame were outlined cleanly through the loose hide that was wrinkled in folds of emptiness. It was heartbreaking, only Buck's heart was unbreakable.

As it was with Buck, so it was with his mates. They were perambulating skeletons. There were seven all together, including him. In their very misery they had become insensible to the bite of the lash or the bruise of the club. The pain of the beating was dull and distant, just as the things their eyes saw and their ears heard seemed dull and distant. They were not half living, or quarter living. They were simply so many bags of bones in which sparks of life fluttered faintly. When a halt was made, they dropped down in the traces like dead dogs, and the spark dimmed and paled and seemed to go out. And when the club or whip fell upon them, the spark fluttered feebly up, and they tottered to their feet and staggered on.

Adapted Extract from ©The Call of the Wild Jack London

Lesson 5: Anchor Question

How does the author explore the theme of suffering?



Lesson 5: Children Apply

How does the author explore the theme of suffering in the extract?



Lesson 5: Children Apply Activity

Comprehension Questions

1. *And through it all Buck staggered along at the head of the team as in a nightmare.*

Find and **copy** the word that tells us Buck had little strength:

2. What made Buck get to his feet again?

3. Find and write **two** changes to Buck's body as a result of the ill-treatment.

a

b

4. *And when the club or whip fell upon them, the spark fluttered feebly up, and they tottered to their feet and staggered on.*

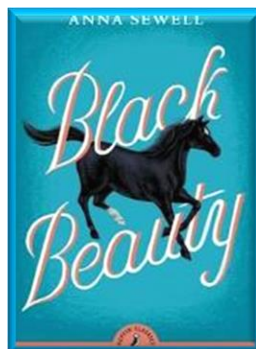
What does *feebly* mean in this sentence?







Shared Reading Planning Year 6

Unit D: Reading Breadth
Literary Heritage, Plays & Poetry

Fiction 3



Lesson	1	Vehicle Text & Page	Black Beauty Anna Sewell Adapted extract from pp.3-5
Anchor Questions(s): What does the author want you to think about Black Beauty's early life?	Vocabulary Teaching: pleasant, plantation, gallop, lodging, fond	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Look at the front cover and read the blurb: <i>as a young colt, Black Beauty gallops in the fresh green meadows with his beloved mother, Duchess, and their kind master. But when his owners are forced to sell him he swaps a life of freedom and happiness for one of work and toil. Black Beauty has an unbreakable spirit and a strong will, but is it enough to survive...?</i> Allow time for children to draw parallels with The Call of the Wild in order to make Predictions as to the plot / characters etc.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Share new vocabulary (see Lesson 1: Vocabulary). Provide the meaning of colt (a young male horse under the age of 4). Encourage children to Find Read Talk the rest of the vocabulary words. Briefly clarify.</p> <p>Explore & respond: Read the adapted extract from Chapter 1 (see Lesson 1: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Allow time for children to Stop & Jot their initial responses to the Anchor Question.</p> <p>Fluency: Read the fluency paragraph (see Lesson 1: Fluency) and use Pausing as you note punctuation cues. Consider particularly the use of semi-colons in the sentences. Children to Pair Read the extract.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Have the extract enlarged or on screen for the class to see (see Lesson 1: Read / Teacher Model). Use Think Aloud to explain why you are circling words and phrases to answer the Anchor Question.</p> <p>Reference the text: Circle the words 'large pleasant meadow', 'pond of clear water', 'shady trees', 'rushes and water lilies', 'ploughed field', 'running brook'.</p> <p>Teacher Talks: The author wants us to think that it is an idyllic place for a young horse to grow up in. She uses words like 'pleasant' and mentions features of the environment that would suit the horse, e.g. the trees that provide shelter from the sun. Add this to the Lesson 1: Teacher Model.</p> <p>Ensure all evidence is circled and new vocabulary is underlined.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children to have copies of the extract (see Lesson 1: Read / Children Practise). They work collaboratively to find the evidence to answer the Anchor Question.</p> <p>Practise Taught Strategies & Skills: Use discussion and Think Aloud to consider the evidence. If children are finding it difficult to locate evidence, consider 'lived upon my mother's milk', 'ran by her side', 'lay down close by her', 'stand by the pond in the shade of the trees', 'nice warm shelter', 'I used to run with them', 'had great fun', 'gallop all together round and round the field', 'rather rough play', 'good, kind man', 'good food, good lodging and kind words', 'spoke as kindly to us as he did to his children', 'fond of him', 'which was very good', 'we were his favourites'. Teacher to provide feedback on the evidence the children are circling as they work.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have constructed an accurate answer.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Re reading, Prediction, Find Read Talk, Summarise, Pair reading, Pausing, Think Aloud			

Acceptable Point(s) Anchor Question

- it is a nice place to live
- he has all of the things a horse needs to live well – food, shelter
- he has had his mother by his side as he grows
- there is plenty of space to run and play
- he has had other horses to play with
- his owner treats him kindly

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*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 1: Vocabulary



pleasant	plantation
gallop	lodging
fond	



Lesson 1: Fluency

There were six young colts in the meadow beside me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field, as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

Lesson 1: Anchor Questions

What does the author want you to think about Black Beauty's early life?

Lesson 1: Read / Teacher Model / Children Practise

The first place that I can remember well was a large pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water-lilies grew in it. Over the hedge on one side we looked into a ploughed field, and on the other we looked at our master's house; at the top of the meadow was a plantation of fir trees, and at the bottom a running brook overhung by a steep bank.

Whilst I was young I lived upon my mother's milk, as I could not eat grass. In the day time I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the plantation.

As soon as I was old enough to eat grass, my mother used to go out to work in the day time, and came back in the evening.

There were six young colts in the meadow beside me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them, and had great fun; we used to gallop all together round and round the field, as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

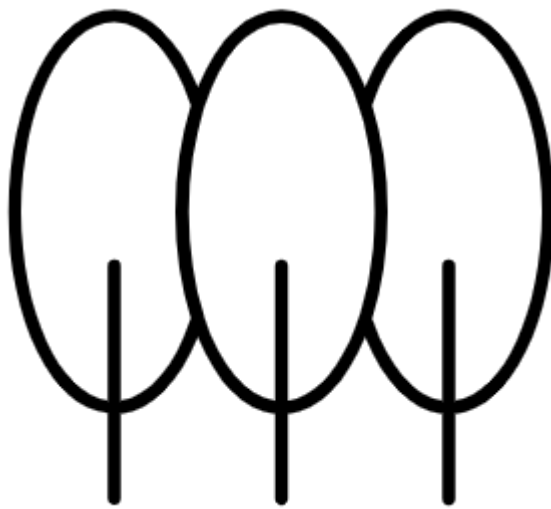
Our master was a good, kind man. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. He would give me a piece of bread, which was very good, and sometimes a carrot for my mother. All the horses would come to him, but I think we were his favourites.

Adapted extract from © Black Beauty Anna Sewell Penguin Random House

Lesson 1: Teacher Model

What does the author want you to think about Black Beauty's early life?





The author wants us to think that it is an idyllic place for a horse to grow up in. She uses words like 'pleasant' and mentions the features of the environment that would suit the horse, e.g. the trees that provide shelter from the sun.



Lesson 1: Children Apply

What does the author want you to think about Black Beauty's early life?



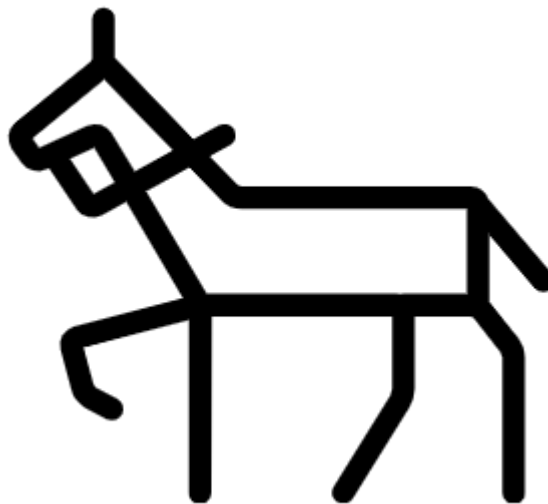
Lesson	2	Vehicle Text & Page	Black Beauty Anna Sewell Adapted extract from pp.21-24
Anchor Questions(s): What impressions do you get of John and Black Beauty's relationship?	Vocabulary Teaching: a light touch with his whip, common, did not stir a step, ill-tempered	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Increase their familiarity with a wide range of books, including fiction from our literary heritage• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i>• Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
Activate prior knowledge: Pre-search some images of an 1800s horse and rider. Point out the horses' bridle, reins, saddle and riding whip and write these words on a flipchart. Then share a picture of a two-horse carriage. Explain that in the story, Black Beauty would have been used by his master for a range of jobs, including transporting members of his master's family to different places. At this point in the story, John, the coachman, is riding the horse for the first time. Share Anchor Question(s): Explicitly and refer to this throughout the lesson. Vocabulary: Explain that a trot is a horse's slowest speed, a canter is a quite fast but comfortable speed and a gallop is the fastest speed a horse can go. Children Find, Read, Talk the rest of the new vocabulary. Explore & respond: Read the adapted extract from the chapter (see Lesson 2: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Briefly Stop & Jot their initial responses to the Anchor Question . Fluency: Read a short section to the children (see Lesson 2: Fluency), using Pausing . Focus in particular on how the author has used colons, semi-colons and commas to aid understanding of more complex sentences. Children to Pair Read the same section.			
	Step 2: MODEL		Model to Children 5 mins
Explicitly Model Strategies & Skills: Have the extract enlarged or onscreen for the children to see. Use Think Aloud to articulate why you are circling specific words and phrases to answer the Anchor Question . Reference the text: Circle the following words: <i>'very particular', 'fit my head comfortably', 'not broad enough', 'saw it in a minute and went for another one', 'fitted nicely'.</i> Use Think Aloud to explain why you circled the evidence and how it helps to answer the Anchor Question . Teacher Talks: John appears to be taking every care to make such Black Beauty is comfortable. He tightens and untightens the bridle lots of times until it is right for the horse and when he sees the saddle is too small, he changes it for a bigger one. Add this to Lesson 2: Teacher Model. Ensure all evidence is circled and new vocabulary is underlined.			
	Step 3: PRACTISE		Children Practise 8 mins
Children Explore & Discuss: Children have a copy of the extract (see Lesson 2: Read / Children Practise) and work collaboratively to find the evidence to answer the Anchor Question . Practise Taught Strategies & Skills: Children circle key words and phrases. If children need support in finding the words and phrases, you could draw attention to the following: <i>'rode me first slowly', 'a light touch with his whip', 'a splendid gallop', 'First-rate, sir', 'as fleet as a deer', 'fine spirit too', 'the lightest touch of the rein will guide him', 'went on as quiet and pleasant as could be', 'John seemed very proud of me', 'make my mane and tail as smooth as a lady's hair', 'talk to me a great deal', 'I learned more and more what he meant', 'what he wanted me to do', 'know just how a horse feels', 'carefully over my eyes as if they were his own'.</i> Provide feedback as the children work with regards to the appropriateness of the evidence.			
	Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children to complete Children Apply Activity. Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are acceptable and they have added the appropriate evidence to the sheet. Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: • Responses to the Anchor Questions • Use of the strategies taught i.e. Find Read Talk, Summarise, Stop & Jot, Pair read, Pausing, Think Aloud			
<div>Acceptable Point(s) Anchor Question<ul style="list-style-type: none">• John treats the horse gently – even when using the riding whip• they seem to understand each other• John makes sure the horse is comfortable• John thinks the horse has a good temperament and good to ride• They both seem to know how each other feels</div>			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 2: Vocabulary



a light touch with his whip	common
did not stir a step	ill-tempered



Lesson 2: Fluency

John seemed very proud of me: he used to make my mane and tail almost as smooth as a lady's hair, and he would talk to me a great deal; of course I did not understand all the said, but I learned more and more to know what he *meant*, and what he wanted me to do.

Lesson 2: Anchor Questions

What impressions do you get of John and Black Beauty's relationship?

Lesson 2: Read

After breakfast John came and fitted me with a bridle. He was very particular in letting out and taking in the straps, to fit my head comfortably; then he brought the saddle, that was not broad enough for my back; he saw it in a minute and went for another, which fitted nicely. He rode me first slowly, then a trot, then a canter, and when we were on the common he gave me a light touch with his whip, and we had a splendid gallop.

As we came back through the Park we met the Squire and Mrs Gordon walking; they stopped, and John jumped off.

‘Well, John, how does he go?’

‘First-rate, sir,’ answered John, ‘he is as fleet as a deer, and has a fine spirit too; but the lightest touch of the rein will guide him. Down at the end of the common we met one of those carts hung all over with baskets, rugs, and such like; you know, sir, many horses will not pass those carts quietly; he just took a look at it, and then went on as quiet and pleasant as could be. They were shooting rabbits and a gun went off close by; he pulled up a little and looked, but did not stir a step to right or left. I just held the rein steady, and it’s my opinion he has not been frightened or ill-used while he was young.’

‘That’s well,’ said the Squire, ‘I will try him myself tomorrow.’

John seemed very proud of me: he used to make my mane and tail almost as smooth as a lady’s hair, and he would talk to me a great deal; of course I did not understand all he said, but I learned more and more to know what he *meant*, and what he wanted me to do. I grew very fond of him, he was so gentle and kind, he seemed to know what a horse feels, and when he cleaned me, he knew the tender places, and the ticklish places; when he brushed my head, he went as carefully over my eyes as if they were his own, and never stirred up any ill-temper.

© Adapted Extract Black Beauty Anna Sewell Penguin Random House

Lesson 2: Teacher Model

What impressions do you get of John and Black Beauty's relationship?





Impression	Evidence
caring	John appears to be taking every care to make such Black Beauty is comfortable. He tightens and untightens the bridle lots of times until it is right for the horse and when he sees the saddle is too small, he changes it for a bigger one.



Lesson 2: Children Apply

What impressions do you get of John and Black Beauty's relationship? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
	<hr/> <hr/> <hr/> <hr/> <hr/>
	<hr/> <hr/> <hr/> <hr/> <hr/>

Lesson	3	Vehicle Text & Page	Black Beauty Anna Sewell Adapted extract from pp.172 and 248-249	
Anchor Question(s): How does his work under a new master as a cab horse compare to his first week?		Vocabulary Teaching: utterly wretched, indignities, harassed	Focus Comprehension & Strategies: • Increase their familiarity with a wide range of books, including fiction from our literary heritage • Use a range of strategies for skimming, e.g. <i>finding key words or phrases, gist, main ideas, themes</i> • Make comparisons within and across books	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2h make comparisons within the text
		Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Share some pre-searched images of 1800s horse-cabs. Explain that at a certain point in the story Black Beauty becomes a horse for a cab driver. This also happens later in the story, under a different master. This is different to just transporting one family to different places, it is picking up fares, much like taxi drivers today do in their cars.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Children use Find, Read, Talk to Clarify the meanings of the words (see Lesson 3: Vocabulary). Ensure there are no misconceptions.</p> <p>Explore & respond: Read the extract to the children. Ask children to work with a partner to briefly Summarise what this extract is about. Allow children time to role play the character of Black Beauty, where they ask questions of him in his early days as a cab horse and ask the same questions in his second job as a cab driver. How do their responses show things are different?</p> <p>Fluency: Read a paragraph again (see Lesson 3: Fluency) using Expression to reflect the terrible situation Black Beauty is in. Children Pair Read the same section.</p>				
		Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Share an enlarged or onscreen copy of the extract (see Lesson 3: Read / Teacher Model / Children Practise). Use Think Aloud as you consider appropriate evidence to answer the question.</p> <p>Reference the text: Circle the words, '<i>anxious</i>' and '<i>harassed</i>' from the first extract and '<i>utter misery</i>' from the second extract. Talk about what this tells you about the difference in experience this time for the horse.</p> <p>Teacher Talks: It is clear that Black Beauty's experience of being a cab horse both times is hard work and not a pleasant job. I will add this to the centre of the Venn diagram. In the first extract he feels anxious and harassed. However, in the second extract, it seems much worse. The author has used the words '<i>utter misery</i>' and this suggests a much stronger negative emotion, so I think I could write these in their own circles. Add to the Lesson 3: Teacher Model. Ensure evidence in the text is circled and new vocabulary is underlined.</p>				
		Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children have copies of the extract (see Lesson 3: Children Practise) and they work collaboratively to find evidence to answer the Anchor Question.</p> <p>Practise Taught Strategies & Skills: They use their Thinking Voices to talk through evidence they are gathering. If they are struggling, focus on: '<i>noise</i>', '<i>hurry</i>', '<i>perfectly trust</i>', '<i>a good driver</i>', '<i>took as much thought for the horses as he did for himself</i>', '<i>got used to it</i>', '<i>never laid the whip on me</i>', '<i>his whip was more frequently stuck up by his side</i>', '<i>voice was as harsh as the grinding of cart wheels over gravel stones</i>', '<i>men were hard on the horses</i>', '<i>we had no Sunday rest</i>', '<i>in the heat of summer</i>', '<i>my driver was hard</i>', '<i>cruel whip</i>', '<i>drew blood</i>', '<i>whipped me under the belly</i>', '<i>indignities took the heart out of me terribly</i>', '<i>utterly wretched</i>', '<i>wished I might drop down dead</i>'. Teacher to feedback on the evidence they are circling.</p>				
		Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Apply activity.</p> <p>Verbal & Written Responses: Look together at what children have gathered on their Apply sheets. Check that the points they have included are in the correct place on their Venn diagrams, to show the similarities and differences between the two episodes in Black Beauty's life.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: •Responses to the Anchor Questions •Use of the strategies taught i.e. Re reading, Find Read Talk, Text Marking, Pair reading, Pausing, Think Aloud, Summarise</p>				
<div><p>Acceptable Point(s) Anchor Question</p><ul style="list-style-type: none">• both experiences are hard work, involve similar jobs and include working in noise and busy environments• In the first – treated more humanely, given time to rest, handled gently, was trusted by his owner and treated respectfully, got used to the job• in his second – no rest, treated more cruelly, whipped hard, suffered injuries, treated in a cruel and undignified way, wished he was dead</div>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 3: Vocabulary



utterly wretched	indignities
harassed	



Lesson 3: Fluency

My driver was hard. He had a cruel whip with something so sharp at the end that it sometimes drew blood, and he would even whip me under the belly. Indignities like these took the heart out of me terribly, but still I did my best and never hung back; for, as poor Ginger said, it was no use; men are the strongest.

Lesson 3: Anchor Question

How does his work under a new master as a cab horse compare to his first week?

Lesson 3: Read

The first week

The first week of my life as a cab horse was very tiring; I had never been to London, and the noise, the hurry, the crowds of horses, carts, and carriages that I had to make my way through made me feel anxious and harassed; but I soon found that I could perfectly trust my driver and I got used to it.

Jerry was as good a driver as I had ever known; and what was better, he took as much thought for his horses as he did for himself. He soon found out that I was willing to work, and do my best; and he never laid the whip on me, unless it was gently drawing the end of it over my back, when I was to go on; but generally I knew this quite well by the way in which he took up the reins; and I believe his whip was more frequently stuck up by his side than in his hand.

Under a new master

I shall never forget my new master; he had black eyes and a hooked nose, his mouth was as full of teeth as a bull-dog's, and his voice was as harsh as the grinding of cart wheels over gravel stones. His name was Nicholas Skinner.

I have heard men say that seeing is believing; but I should say that *feeling* is believing; for much as I had seen it before, I never knew till now the utter misery of a cab-horse's life.

Skinner was hard on the men, and the men were hard on the horses. In this place we had no Sunday rest, and it was in the heat of summer.

My driver was hard. He had a cruel whip with something so sharp at the end that it sometimes drew blood, and he would even whip me under the belly. Indignities like these took the heart out of me terribly, but still I did my best and never hung back; for, as poor Ginger said, it was no use; men are the strongest.

My life was now so utterly wretched that I wished I might, like Ginger, drop down dead at my work, and be out of my misery.

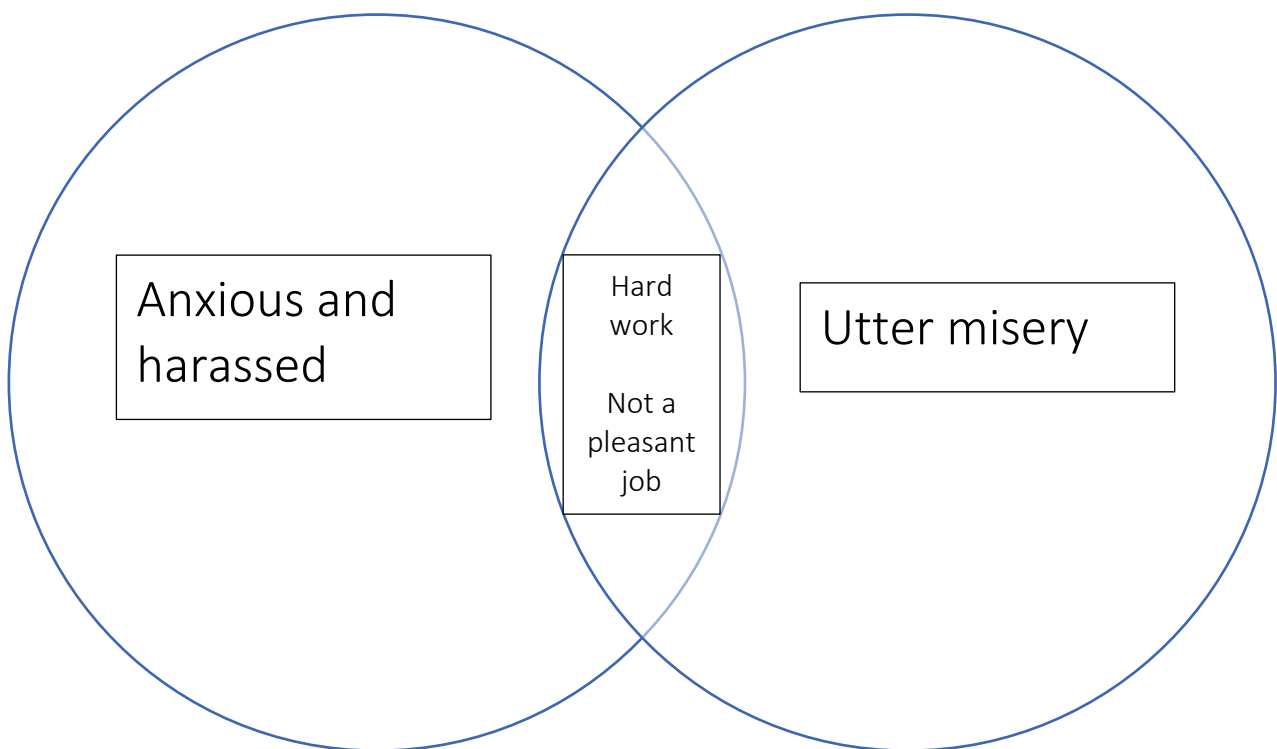
Adapted extract from © Black Beauty Anna Sewell Penguin Random House

Lesson 3: Teacher Model

How does his work under a new master as a cab horse compare to his first week?

First week as a cab horse

Under a new master

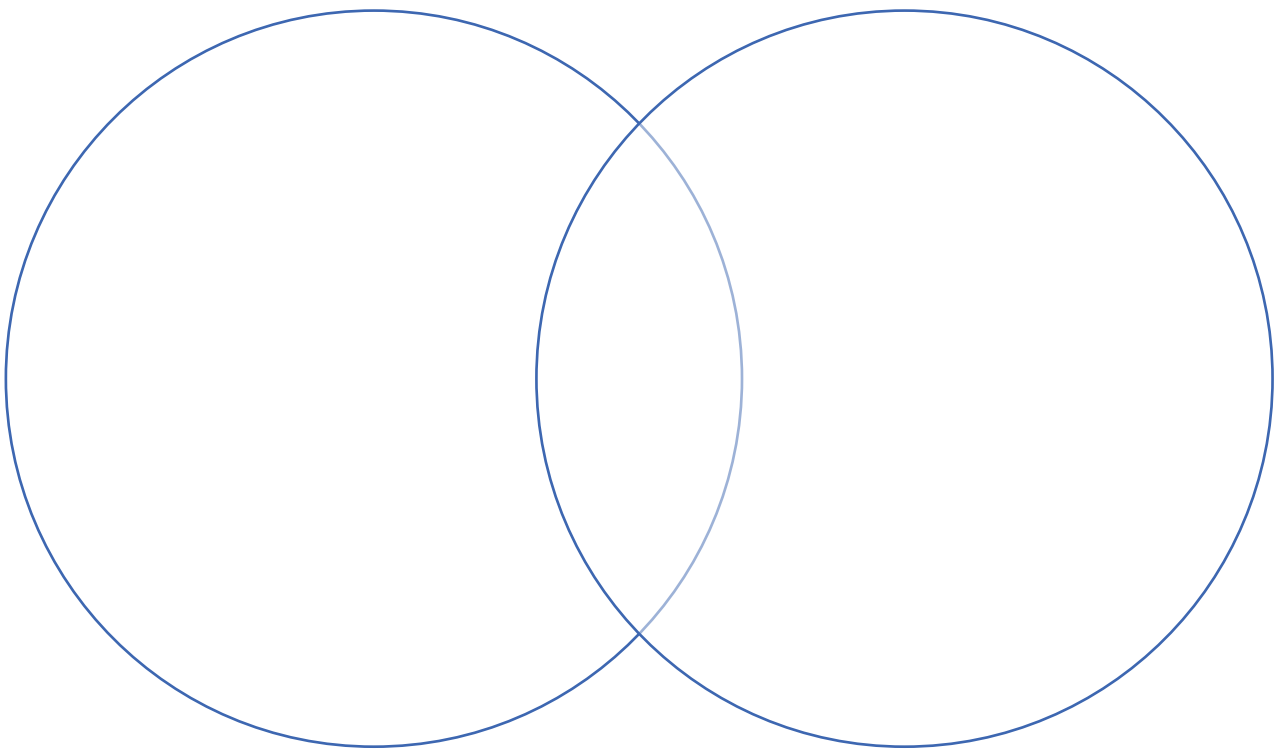






Lesson 3: Children Apply

How does his work under a new master as a cab horse compare to his first week?

First week as a cab horse

Under a new master



Lesson	4	Vehicle Text & Page	Black Beauty Anna Sewell Playscript adapted from pp. 254-256
Anchor Questions(s): How can you perform the playscript to fully convey the feelings of the characters?	Vocabulary Teaching: lame, broken-winded, I've had the tending of him, run off	Focus Comprehension & Strategies: • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Read and discuss plays • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
	Step 1: READ		Read to Children 12 mins
<p>Activate prior knowledge: Explain to the children that at this point in the story, Black Beauty has been worked very hard as a cab horse and has been taken for sale at a horse market. Tell the children that this part of the text will be presented as a playscript. Write the word in the centre of the flipchart and ask the children to Think Pair Share what they know to be the features of a playscript / what do they expect to see in the extract?</p> <p>Share Anchor Question: Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Children use Find Read Talk to find definitions of vocabulary (see Lesson 4 Vocabulary). Take brief feedback and Clarify understanding.</p> <p>Explore & respond: Read the whole extract to the children (see Lesson 4: Read / Teacher Model / Children Practise). Ask children to work with a partner to briefly Summarise what this extract is about. Look at the features of the playscript and note the stage directions as well as the words the characters have to speak. Now allocate roles and read again with the different people reading the part and following the stage directions. Briefly discuss what the author has to do when a text is presented in this way, to show character feeling / plot development.</p> <p>Fluency: Read the short passage (see Lesson 4: Fluency), using Expression as you say the words for that character parts. Look at how you use body and facial expression too, to bring the role to life. Children Choral Read the same extract x2.</p>			
	Step 2: MODEL		Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Have the text enlarged or on screen (see Lesson 4: Read / Teacher Model). Refer to the Anchor Question and <u>focus on the character of the boy</u>. Use Think Aloud to articulate your evidence choices.</p> <p>Reference the Text: Circle the following words and phrases: <i>'eagerly searches the room', 'inspecting each horse he sees', 'Poor old fellow!'</i></p> <p>Teacher Talks: The stage directions help us to see that the boy seems excited to be at the horse sale as he eagerly looks around the room. Stage directions help the audience to believe the character's feelings and bring their actions to life – so I will look around eagerly when performing that part. They go on to show that he appears to want to find the right horse as he looks carefully at each one of them, so I will include that too.</p> <p>The words the boy has to speak also reveal his feelings. He seems to feel pity towards Black Beauty as he calls him a poor old fellow, so I will use a pitying tone. Now perform the boy's part, showing how you are conveying his emotions. Discuss the effectiveness. Ensure you circle all evidence and underline new vocabulary.</p>			
	Step 3: PRACTISE		Children Practise 8 mins
<p>Children Explore & Discuss: Children can have copies of the extract from the chapter (see Lesson 4: Practise) and they work collaboratively to circle key words and phrases in order to answer the Anchor Question.</p> <p>Practise Taught Strategies & Skills: Use discussion and Thinking Voice to articulate their choices. If they are struggling to find evidence, focus on the following words and phrases: <i>'the gentleman pats the horse gently on the neck', 'the boy strokes the horse's face', 'could you not buy him and make him young again?', 'poor old fellow!', 'jumps up and down excitedly', 'can we take him home?', 'spins around in delight' etc.</i> Teacher to feedback on words and phrases the children have circled.</p>			
	Step 4: APPLY		Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children could add the circled evidence sheet – or you could video the performance of the playscript.</p> <p>Verbal & Written Responses: Children have time to perform, review and refine their playscripts. All of the time, consider as a class whether they are showing the emotions of the characters and bringing the scene at the sellers' market to life. Discuss what it is about the playscript that directs them as they make their decisions.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on:</p> <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Summarise, Find Read Talk, Expression, Choral reading, Think Aloud			

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 4: Vocabulary



lame	broken-winded
I've had the tending of him	run off



Lesson 4: Fluency

Boy: (*Shaking his head slowly*) Poor old fellow! See, grandpapa, how well he understands kindness. Could not you buy him and make him young again, like you did with Ladybird?

Gentleman: (*Smiling kindly*) My dear boy, I can't make all old horses young, besides Ladybird was not so very old, as she was run down and badly used.

Lesson 4: Anchor Question

How can you perform the script to fully convey the feelings of the characters?

Lesson 4: Read

Playscript extract

Inside the large barn

The horse sale is busy with several old broken-down horses – some lame, some broken-winded and some old. They huddle together in small groups with their heads bowed. A groups of poor buyers and sellers in ragged clothes stand in a clump, eyeing up the horses. In another corner a gentleman farmer stands with his young grandson at his side. The boy eagerly searches the room, inspecting each horse he sees.

The man's eyes rest on Black Beauty and the horse's ears prick up as he looks at the gentleman.

Gentleman: *(Nodding in the direction of the horse)* There's a horse, Willie, that has known better days.

Boy: *(Looking in the direction of Black Beauty)* Poor old fellow! Do you think, grandpapa, he was ever a carriage horse?

Gentleman: Oh yes, my boy. He might have been anything when he was young; look at his nostrils and his ears *(pointing)*, the shape of his neck and shoulder; there's a deal of breeding about that horse.

The gentleman pats the horse gently on the neck. Black Beauty puts out her nose and the boy strokes the horse's face.

Boy: *(Shaking his head slowly)* Poor old fellow! See, grandpapa, how well he understands kindness. Could not you buy him and make him young again, like you did with Ladybird?

Gentleman: *(Smiling kindly)* My dear boy, I can't make all old horses young, besides Ladybird was not so very old, as she was run down and badly used.

Black Beauty's owner steps forward and leans in towards the gentleman.

Owner: This 'ere hoss is just pulled down with overwork in the cabs; he's not an old one, and I heerd as how the veterinary should say, that a six months' run off would set him right up, being as how his wind was not broken. I've had the tending of him these past ten days, and a gratefuller, pleasanter animal I never met with, and 'twould be worth a gentleman's while to give a five pound note for him.


The boy jumps up and down excitedly.

Boy: Oh! Grandpa, please can we take him home?

The horse is led by the owner, raising its head and throwing its legs out. The boys spins around in delight and tugs at his grandfather's coat. The gentleman slowly takes his purse from his trouser pocket and shaking his head.

Gentleman: 'Tis speculation – quite a speculation!

© Adapted from Black Beauty Anna Sewell Penguin Rand

Lesson	5	Vehicle Text & Page		Black Beauty Anna Sewell Adapted extract from pp. 261-263
Anchor Questions(s): What does the author want you to think about Black Beauty's later life?		Vocabulary Teaching: N/A	Focus Comprehension & Strategies: <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including fiction from our literary heritage • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Use a range of strategies for skimming, <i>e.g. finding key words or phrases, gist, main ideas, themes</i> • Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views • Provide reasoned justifications for their views 	Focus Content Domain(s): 2c summarise main ideas from more than one paragraph 2d make inferences from the text / explain and justify inferences with evidence from the text
 <h2>Extended Apply lesson</h2>				
<p>Through this selection of activities children will need copies of:</p> <ul style="list-style-type: none"> • Lesson 5: Extended Application Activity • the Vehicle Text <p>Activate Prior knowledge: Begin by giving the children the Activating Prior Knowledge sheet (see below) where they place the events they have read about so far in the correct order. Explain to the children that at the end of the story we learn about Black Beauty's final home and where he will spend his later life.</p> <p>Share Anchor Questions: Refer to this throughout the lesson.</p> <p>Vocabulary: N/A</p> <p>Enjoy and Respond to the text: Read the adapted extract (see Lesson 5: Read). Ask children to briefly Summarise what has happened in this extract. Explain the tasks the children have to complete.</p> <p>Written Responses / Evidence Anchor Question(s):</p> <ul style="list-style-type: none"> • In the Reading Journal place the Extended Application Activity sheet. <p>Teacher note: You may want the children to complete this independently, as evidence of their independent application.</p> <p>Activity 2: Comprehension Questions: See below</p> <p>Activity 3: Consider the three books they have focused on for this unit. Write a recommendation or book review for one of them. They can look through the extracts again to help support their recommendations. It can take the form of a written review, a speech, a blog or any other form. Encourage them to provide reasoned justifications for their book choices. (Be sure to share your children's outcomes with us on Twitter: @LiteracyCounts1 and Instagram: @literacycountsconsult</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include:</p> <ul style="list-style-type: none"> • Use of the strategies taught across the week i.e. and, Find Read Talk, Summarising, Think Aloud, Infer, • Responses they have given to the Anchor Questions 				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 5: Activating Prior Knowledge

Number these events from the book in the order that they happen

Black Beauty becomes a cab horse

Black Beauty is reared at his mother's side

Black Beauty finally lives in a happy place

Black Beauty is sold at the horse market

John, the coachman, tends to Beauty

Lesson 5: Anchor Question

What does the author want you to think about Black Beauty's later life?

Lesson 5: Read

I was led home, placed in a comfortable stable, fed and left to myself. The next day, when my groom was cleaning my face, he said:

‘That is just like the star that Black Beauty had, he is much the same height too; I wonder where he is now.’

A little further on he came to a place in my neck where I was bled, and where the little knot was left on my skin. He almost started, and began to look me over carefully, talking to himself.

‘It *must* be Black Beauty! Why, Beauty! Beauty! Do you know me? Little Joe Green? And he began patting and patting me as if he was quite overjoyed.

I have now lived in this happy place for a whole year. Joe is the best and kindest of grooms. My work is easy and pleasant, and I feel my strength and spirits all coming back again. Mr Thoroughgood said to Joe the other day;

‘In your place he will last till he is twenty years old – perhaps more.’

Willie always speaks to me when he can, and treats me as his special friend. My ladies have promised that I shall never be sold, and so I have nothing to fear; and here my story ends. My troubles are all over, and I am at home; and often before I am quite awake, I fancy I am still in the orchard at Birtwick, standing with my old friends under the apple trees.

© Adapted from Black Beauty Anna Sewell Penguin Random House

Lesson 5: Children Apply

What does the author want you to think about Black Beauty's later life?

Lesson 5: Children Apply Comprehension Questions

1. Which statement is the best summary for the extract?

Tick **one**

It gives details about Beauty's final home

☐

It tells us about Beauty's new job

☐

It tells us all about the family Beauty lives with

☐

It tells us about the journey to his new home

☐

2. Look at the first paragraph. What suggests that Beauty is going to be well-treated here?

Write **two** things:

A _____

B _____

3. Find and copy the group of words that tells us Black Beauty feels safe in his new home.

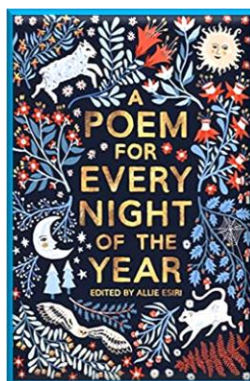
4. Find and copy **one** word that tells you Joe Green is pleased to see Black Beauty.



Shared Reading Planning Year 6

Reading Breadth: Literary
Heritage and Plays & Poetry -
Wider Range

Poetry



Lesson	1	Vehicle Text & Page	The Tyger by William Blake from A Poem for Every Night of the Year Allie Esiri pp.366-367		
Anchor Question(s): A) What imagery does the poet use throughout these stanzas? What words and phrases does he use? B) Do you think that the poet's choice of imagery is effective? Why? Model Question: What does the first question in the first stanza ('What immortal hand or eye Could frame thy fearful symmetry?') mean and what do you think the answer is?			Vocabulary Teaching: immortal frame fearful symmetry thy/ thine aspire seize	Focus Comprehension & Strategies: • Provide reasoned justifications for their views • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views • Read closely, annotating for specific purposes	Focus Content Domain(s): 2h make comparisons within the text
			Step 1: READ		Read to Children 12 mins
Activate Prior Knowledge: Tell the children that 'The Tyger' was written by William Blake, as part of the poetry collection book 'Songs of Experience'. The poem is one of his best-known works. For teacher information about the poem, follow this search: Songs of Innocence and Experience: "The Tyger" SparkNotes Share Anchor Question(s): Explicitly refer to these throughout the session. Vocabulary Refer to Lesson 1 Vocabulary sheet. Children to match the words to their definitions then locate in the poem. Explore & respond: Teacher to read aloud the whole poem to the class. Then Re-read the extract from the poem -Lesson 1: Teacher Model/Children Practise. Model using Intonation to emphasise the rhythm and rhyme. Note that the poem is a series of questions as to who could have created the tiger. Ask the children to consider the number of lines in each stanza and to describe the rhyme pattern. Teacher to underline the rhyming words in the first stanza then children to work independently to underline the rhyming words in the other stanzas. The rhyme pattern is A,A,B,B... – rhyming couplets. Ask the children to identify any alliteration and briefly discuss its effect. Fluency: Model the use of Intonation to emphasise the rhyme and rhythm. Children Choral Read x2 the fluency extract.					
			Step 2: MODEL		Model to Children 5 mins
Refer to the Model Question. What does the first question in the first stanza ('What immortal hand or eye Could frame thy fearful symmetry?') mean and what do you think the answer is? Re-read the lines with the question in a couple of times and explain that you are finding it difficult to understand, so will try and put it into your own words in order to make sense of it, using the Vocabulary sheet to help. Reference the Text: Underline the new vocabulary then Annotate , replacing each word with a word/ phrase which is easier to understand. Circle 'immortal' and write 'living forever', 'frame' and write 'handle/ contain', 'thy' and write 'your' and 'fearful symmetry' and write 'both beautiful and terrifying' then put them together. Use Think Aloud to explain how you are considering the question in your own words: Teacher Talks: I think the question means 'What immortal person or thing could control the tiger's balance of beauty and power/destruction?' and I think that the poet thinks it must be God. Text Mark and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question B) underline the new vocabulary explored. Also model how to answer the question – Lesson 1: Teacher Model					
			Step 3: PRACTISE		Children Practise 8 mins
Children to explore and discuss: Refer to the Anchor Questions . Children to examine the extract from the poem (Lesson 1: Teacher Model / Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB/ Flipchart and encourage discussions. Practise Taught Strategies & Skills: Actively encourage children to Re-read the extract (using the vocabulary sheet to help) to figure out what imagery is used and then to circle words and phrases which show this. If children are struggling, encourage them to explore the words 'burning', 'burnt' and 'fire'.					
			Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children complete Lesson 1 Children Apply. Verbal & Written Responses: Children record their answers to Anchor Question A) . As a class, return to Anchor Question B) . Children stand along a line which shows a continuum of very effective/ not effective. Children provide reasoned justifications for their choice. Encourage them to consider the imagery of fire linked to the tiger's appearance and behaviours and challenge each other's ideas. Refer to the Reader Effect , for example does it enable vivid pictures to be created in the reader's mind? Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: • Responses to the Anchor Questions • Use of the strategies taught i.e. Re-read, Choral Reading, Intonation, Think Aloud, Text Marking, Reader Effect					
<div>Acceptable Point(s) Anchor Question A) • burning/ fiery imagery for the tiger Acceptable Point(s) Anchor Question B) • Refer to colour – fire is orange and so is a tiger, danger/ threat of both fire and tiger and links to Hell. • vivid imagery is created in the reader's mind.</div>					

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' sections

Lesson 1: Vocabulary

Vocabulary	Definition
immortal	living forever
frame	handle/ contain
fearful symmetry	both beautiful and terrifying
thy/ thine	yours
aspire	hopes or ambitions towards something
seize	take hold of



Lesson 1: Fluency

Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

Lesson 1: Anchor Question

A) What imagery does the poet use throughout these stanzas? What words and phrases does he use?

B) Do you think that the poet's choice of imagery is effective? Why?

Teacher Model Question:

What does the first question in the first stanza ('What immortal hand or eye Could frame thy fearful symmetry?') mean and what do you think the answer is?

Lesson 1: Teacher Model / Children Practise

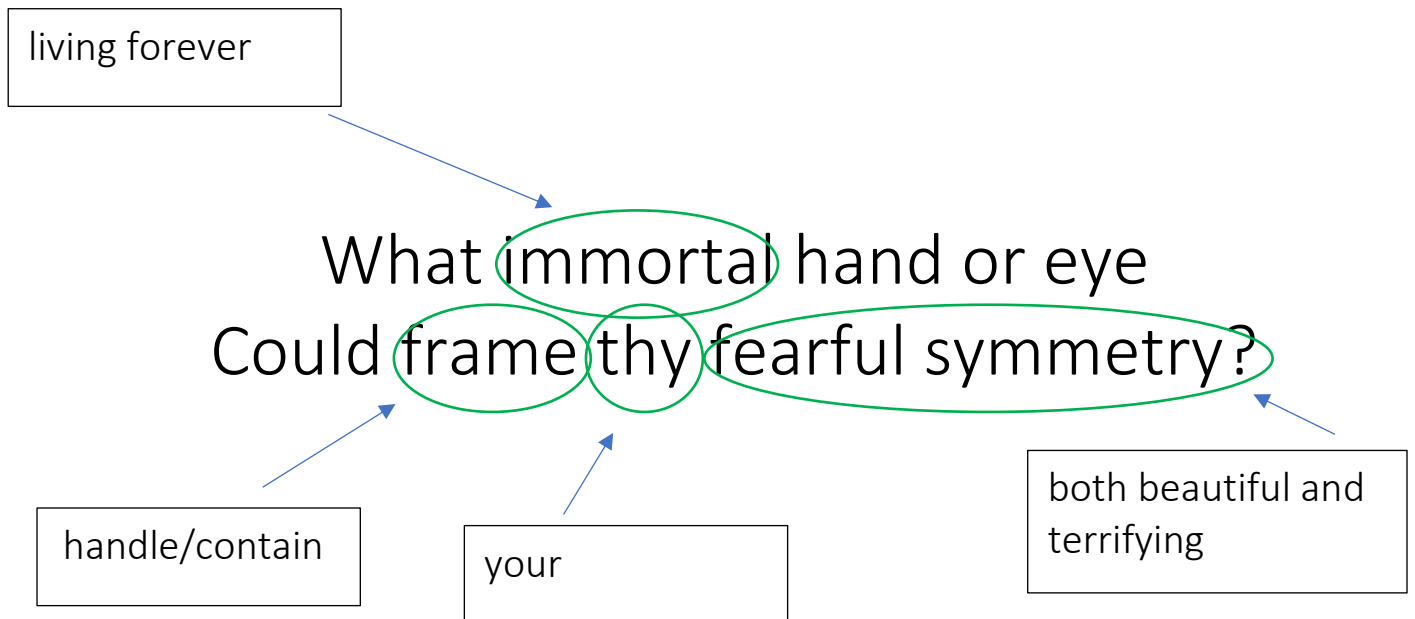
Tyger! Tyger! burning bright
In the forests of the night,
What immortal hand or eye
Could frame thy fearful symmetry?

In what distant deeps or skies
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand dare seize the fire?

Extract from © Tyger Tyger by William Blake



Lesson 1: Teacher Model







‘What immortal person or thing could control the tiger’s balance of beauty and power/destruction?’ and I think that the poet thinks it must be God.



Lesson 1: Children Apply

Imagery	Words and phrases used



Lesson	2	Vehicle Text & Page	The Tyger by William Blake		
Anchor Question(s): A) Find the examples of the imagery of a blacksmith in the poem. B) Who do you think the blacksmith represents? C) Which is the most effective line in the poem? Model Question: Do you think this is a modern poem? Give reasons for your answer.			Vocabulary Teaching: furnace anvil	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Provide reasoned justifications for their views• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views• Use a range of strategies for skimming, e.g. finding key words or phrases, gist, main ideas, themes	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text 2a give / explain the meaning of words in context
			Step 1: READ		Read to Children 12 mins
Activate Prior Knowledge: Show the children a picture of a blacksmith (preferably next to furnace, holding an anvil) and put the definition on the board and flip chart: a person who makes and repairs things in iron by hand. Add the words 'anvil' and 'furnace' to the flipchart. Share Anchor Question(s): Explicitly refer to these throu ghout the session. Vocabulary: Refer to Lesson 2 Vocabulary sheet. Discuss these in the context of where they are located within the poem and recall the definitions from the start of the lesson. Explore & respond: Teacher read aloud the extract from the poem– Lesson 2: Teacher Model/ Children Practise. Focus on using Intonation and Rhythm . Ask the children why they think the poet chose to use such a strong rhythm. Consider the Reader Effect . Explore their ideas and explain that the rhythm reflects the sound of the blacksmith working. Fluency: Choral Read x2 the fluency extract. Encourage children to use Intonation and Rhythm as modelled.					
			Step 2: MODEL		Model to Children 5 mins
Refer to the Model Question: Do you think this is a modern poem? Give reasons for your answer. Model re-reading the parts of the poem which will contain the answer by Skimming for older vocabulary. Reference the Text: On an enlarged copy of the Lesson 2 Teacher Model / Children Practise, Text Mark and discuss the evidence. Circle 'thy', 'thee' and also 'tyger' from yesterday's extract. Use Think Aloud to answer the question Teacher Talks: I don't think this is a modern poem. I think it is old because it has old fashioned language such as 'thy' and 'thine'. It also uses an old fashioned spelling for tiger (tyger) and this verse is about a blacksmith and his tools which is a way of working in historic times. Add this to the Lesson 2: Teacher Model. Ensure all appropriate evidence is circled and new vocabulary is underlined.					
			Step 3: PRACTISE		Children Practise 8 mins
Children to explore and discuss: Refer to Anchor Questions A) and B) . Children to examine text and read through in pairs. Use the Lesson 2: Teacher Model / Children Practise extract. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Question on the IWB / Flipchart. Practise Taught Strategies & Skills: Encourage the children to re-read the extract and circle evidence to support their answer. If the children are struggling, tell them to <i>consider 'hammer', 'chain', 'furnace', 'anvil', 'Did He smile His work to see?'</i> Encourage the children to Infer who the Blacksmith represents by considering what he does (creates the tiger).					
			Step 4: APPLY		Children Apply 10 mins
Evidence Anchor Question(s): In Reading Journals, children to complete Lesson 2 Children Apply Activity. Verbal & Written Responses: Share the answers from Anchor Questions A) and B) as a class. Refer to Anchor Question C) . Ask the children to share the line they feel is the most effective from the poem. Encourage the children to give reasoned justifications for their choices. Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: <ul style="list-style-type: none">• Responses to the Anchor Questions• Use of the strategies taught i.e. Choral Reading, Intonation, Rhythm, Reader Effect, Skimming, Infer, Text Marking,					
<div>Acceptable Point(s) Anchor Question A<ul style="list-style-type: none">• Blacksmith's tools – hammer, chain, anvil• Furnace (fire used by a Blacksmith)• <i>Did He smile His work to see?</i> Was he pleased with his work?Acceptable Point(s) Anchor Question B<ul style="list-style-type: none">• God• a divine entity who created the tiger</div>					

*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Lesson 2: Vocabulary

furnace	an enclosed structure in which material can be heated to very high temperatures, e.g. for smelting metals.
anvil	a tool used to hammer and shape metal



Lesson 2: Fluency

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

Lesson 2: Anchor Question

- A) Find the examples of the imagery of a blacksmith in the poem.
- B) Who do you think the blacksmith represents?
- C) Which is your favourite line and why?



Lesson 2: Teacher Model / Children Practise

What the hammer? what the chain?
In what furnace was thy brain?
What the anvil? what dread grasp
Dare its deadly terrors clasp?

When the stars threw down their spears,
And watered heaven with their tears,
Did He smile His work to see?
Did He who made the Lamb make thee?

Extract from © Tyger Tyger by William Blake

Lesson 2: Teacher Model

Do you think this is a modern poem? Give reasons for your answer.





I don't think this is a modern poem. I think it is old because it has old fashioned language such as 'thy' and 'thine'. It also uses an old fashioned spelling for tiger (tyger) and this verse is about a blacksmith and his tools which is a way of working in historic times.

Lesson 2: Children Practise/Apply

A) Find the examples of the imagery of a blacksmith in the poem.

B) Who do you think the blacksmith represents?



Lesson	3	Vehicle Text & Page	The Spider and the Fly Mary Botham Howitt from A Poem for Every Night of the Year pp.121-122	
Anchor Question(s): A) How does the spider convince the fly to go into his parlour? B) Why is he so successful?		Vocabulary Teaching: parlour, in vain, cunning, pantry, witty, gauzy wings, behold yourself, subtle, come hither, wily, dismal, evil counsellor	Focus Comprehension & Strategies: • Retrieve, record and present information from non-fiction • Read and discuss a range of fiction, poetry, plays, non-fiction and reference books or text books	Focus Content Domain(s): • 2b retrieve and record information / identify key details from fiction and non-fiction
	Step 1: READ			Read to Children 12 mins
<p>Activate Prior Knowledge: Don't reveal the poem just yet – just the title. Tell the children that 'The Spider and the Fly' was written by Mary Botham Howitt in 1828. She was an English poet who wrote many poems. Tell the children that it is described as a 'cautionary tale'. Ask them to look again at the title and Predict what might happen in the poem.</p> <p>Share Anchor Question(s): Explicitly refer to these throughout the session.</p> <p>Vocabulary: Refer to Lesson 3 Vocabulary sheet. Pre-search some images of an 18th Century parlour and a pantry to aid understanding of these words. Demonstrate how to use Find, Read, Talk to define 'in vain'. 'The words come in the line, 'Oh no, no,' said the little Fly, 'to ask me is in vain'. Here, the fly is saying that there is no point asking her to go in – the answer will always be no. Children use Find, Read, Talk to define the rest of the vocabulary. Briefly Clarify.</p> <p>Explore & respond: Teacher to read aloud the whole poem to the class. Ask children to turn to a partner and Summarise what happens in the poem. Ask the children to consider the number of lines in each stanza and to describe the rhyme pattern. Teacher to underline the rhyming words in the first stanza then children to work independently to underline the rhyming words in the other stanzas. The rhyme pattern is A,A,B,B,C,C. Note the poem has a conversational tone as the spider repeatedly tries to convince the fly to come into his parlour.</p> <p>Fluency: Model the use of Expression to show how the two characters in the poem interact. Children Choral Read x2 the fluency extract.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Have an enlarged copy of the poem onscreen or on a flipchart (see Lesson 3: Read / Teacher Model / Children Practise). Focus on the first stanza and locate evidence to answer Anchor Question A and discuss your evidence choices.</p> <p>Reference the Text: Circle 'will you...', 'prettiest little parlour', 'many curious things to show you there'. Use Think Aloud to explain how this evidence answers Anchor Question A:</p> <p>Teacher Talks: The spider is inviting the fly into his parlour. He makes it sound very inviting by using words such as 'prettiest little parlour'. He goes on to make the fly curious about what might be inside – thinking that her curiosity might get the better of her.</p> <p>Text Mark and discuss the evidence located by: A) drawing a circle around the words that provide evidence for the model question B) underline the new vocabulary explored. Also add to Lesson 3: Teacher Model.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children to explore and discuss: Refer to the Anchor Questions. Children to examine the poem (Lesson 3: Teacher Model / Children Practise) and read through in pairs. One copy of the text between two encourages collaborative working and discussion. Also place the Anchor Questions on the IWB/ Flipchart and encourage discussions.</p> <p>Practise Taught Strategies & Skills: Children use Thinking Voice to decide upon the evidence to answer the Anchor Question and circle words and phrases. If children are struggling, encourage them to explore the words 'you must be weary', 'dear friend', 'what can I do to prove the warm affection I've always felt for you', 'good store of all that's nice', 'I'm sure you're very welcome – will you please to take a slice', 'sweet creature', 'witty and wise', 'how handsome are your gauzy wings', 'how brilliant your eyes', 'you shall behold yourself', 'come hither, pretty fly', 'your eyes are like a diamond bright'. Teacher to feedback on evidence choices as the children work.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): In Reading Journals, children to complete Apply by writing all around the spider web. Verbal & Written Responses: Children to record their answers to Anchor Question A. Now consider as a class Anchor Question B. Why is fly so successful? What is it about the character of both creatures that makes his plan work? Discuss together and note Fly is vain and spider is cunning.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include feedback on: • Responses to the Anchor Questions • Use of the strategies taught i.e. Prediction, Find Read Talk, Summarise, Choral Reading, Expression, Think Aloud, Text Marking</p>				
<div>Acceptable Points:<ul style="list-style-type: none">• appeals to her vain side• flatters her with comments about her appearance• explains he cares for her• talks about her intellect (witty and wise)• says she can admire herself in his mirror• beckons her in</div>				

*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Lesson 3: Vocabulary

parlour	in vain
evil counsellor	cunning
dismal	pantry
witty	gauzy wings
behold yourself	subtle
come hither	wily
dismal	

Lesson 3: Fluency

Said the cunning spider to the Fly, 'Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome – will you please to take a slice?'
'Oh no, no,' said the little Fly, 'kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!'

Lesson 3: Anchor Question

How does the spider convince the fly to go into his parlour?

Lesson 3: Read / Teacher Model / Children Practise

The Spider and the Fly by Mary Botham Howitt

Find the whole poem in A Poem for Every Night of the Year – Allie Esiri pp.121&122

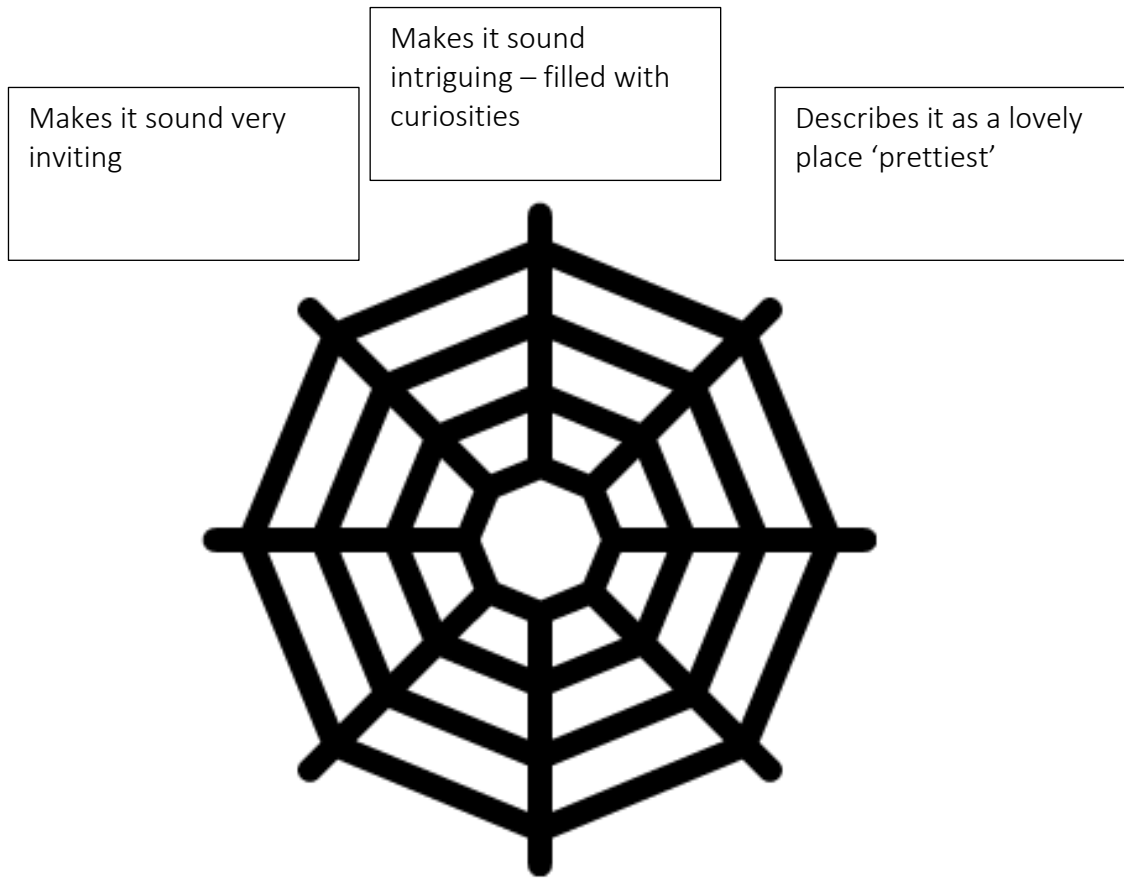
‘Will you walk into my parlour?’ Said the spider to the fly,
‘Tis the prettiest little parlour that you ever did a spy;
The way into my parlour is up a winding stair,
and I've got many curious things to show you when you are there.’
‘Oh no, no,’ said the little Fly, ‘to ask me is in vain,
For who goes up your winding stair can ne’er come down again.’

‘I'm sure you must be weary, dear, with soaring up so high;
will you rest up on my little bed?’ Said the spider to the Fly.
‘There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!’
‘Oh no, no,’ said the little Fly, for I've often heard it said,
They never, never wake again, who sleep up on your bed!’

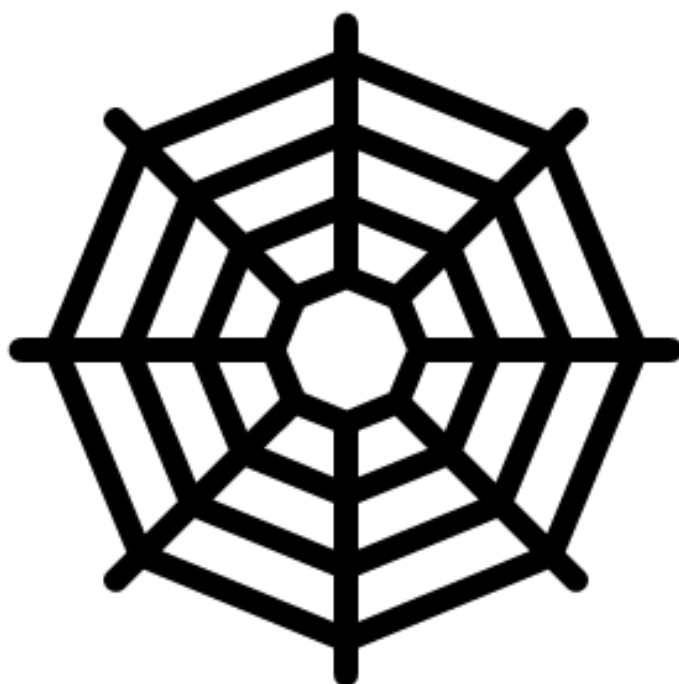
Said the cunning spider to the Fly, ‘Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome – will you please to take a slice?’
‘Oh no, no,’ said the little Fly, ‘kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!’





Extract from © The Spider and the Fly Mary Botham Howitt

Lesson 3: Teacher Model



Lesson 3: Children Apply



Lesson	4	Vehicle Text & Page	The Spider and the Fly Mary Botham Howitt from A Poem for Every Night of the Year pp.121-122	
Anchor Questions(s): How does the structure, punctuation and language help you to perform the poem?		Vocabulary Teaching: N/A	Focus Comprehension & Strategies: <ul style="list-style-type: none">• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• Identify how punctuation relates to sentence structure and how meaning is constructed in multi-clause sentences• Read closely, annotating for specific purposes• Identify how language, structure and presentation contribute to meaning	Focus Content Domain(s): 2f identify / explain how information / narrative content is related and contributes to meaning as a whole
	Step 1: READ			Read to Children 12 mins
<p>Activate prior knowledge: Recall their work from yesterday and write the words ‘Spider’ and ‘Fly’ on the flipchart. Ask children to Think Pair Share words that describe both of their characters, e.g. cunning for the spider and vain for the fly. Explain that we will be considering their character traits when performing the poem today.</p> <p>Share Anchor Question(s): Explicitly and refer to this throughout the lesson.</p> <p>Vocabulary: Briefly recap the vocabulary from yesterday’s lesson, if necessary.</p> <p>Explore & Respond: Read the poem again and as you read, circle any cues to help support a reading of the poem out loud. Include the use of question and exclamation marks, repetition and the conversational tone of the poem. Explain that the children will be considering ways to bring the poem to life today, that bring out the cunning nature of Spider and the vain nature of Fly.</p> <p>Fluency: Focus on the fourth stanza and model the use of Expression and Rhythm. Change your voice as you move from Spider to Fly. Children Choral Read the same section, using Expression and Rhythm.</p>				
	Step 2: MODEL			Model to Children 5 mins
<p>Explicitly Model Strategies & Skills: Demonstrate how to read the second stanza, without using Expression or Rhythm. Record the reading and play it back.</p> <p>Reference the Text: Demonstrate to the children how it could be improved by Annotating the poem, starting by looking at punctuation cues. Circle exclamation marks and question marks, commas dashes and semi-colons. Try a question line and make it sound like a question as you read. Underline in one colour the lines that reveal what Spider says and a different colour for Fly’s lines. Explain that this will help you to know when to change your voice and expression. Read again, keeping a steady Rhythm and using Expression as you convey what the characters are saying.</p> <p>Re-read the stanza with the changes and consider its impact on the audience a second time. Take feedback from the class as to the changes and any further improvements that could be made. Discuss at this point how the poet guides the reader, using punctuation etc., so they can have a deeper understanding of the poem and read it in the way the poet intended.</p>				
	Step 3: PRACTISE			Children Practise 8 mins
<p>Children Explore & Discuss: The children can work in small groups to perform the poem. You may have some children working on the Spider lines and some on the Fly lines or helping children to use Expression and change their voices as they move from one character to another.</p> <p>Practise Taught Strategies & Skills: Consider the cues from the poet (punctuation / conversational tone etc.) as they decide how to read out loud to an audience. Children Annotate the poem and circle any parts of it that will support them in their performance.</p>				
	Step 4: APPLY			Children Apply 10 mins
<p>Evidence Anchor Question(s): Allow plenty of time to practise and rehearse. Record poetry readings.</p> <p>Verbal & Written Responses: Give children the opportunity to feedback to each other on the effectiveness of the poetry readings. Discuss together why they made certain choices and ways to improve the readings. Allow time to make tweaks and changes to improve.</p> <p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include: -Use of the strategies taught i.e. Expression, Rhythm, Choral Read, Annotate</p>				

*terms shown in **bold** explained in the teaching 'Comprehension Skills and Strategies' section

Lesson 4: Read / Teacher Model / Children Practise

The Spider and the Fly by Mary Botham Howitt

Find the whole poem in A Poem for Every Night of the Year – Allie Esiri pp.121&122

‘Will you walk into my parlour?’ Said the spider to the fly,
‘Tis the prettiest little parlour that you ever did a spy;
The way into my parlour is up a winding stair,
and I've got many curious things to show you when you are there.’
‘Oh no, no,’ said the little Fly, ‘to ask me is in vain,
For who goes up your winding stair can ne’er come down again.’

‘I'm sure you must be weary, dear, with soaring up so high;
will you rest up on my little bed?’ Said the spider to the Fly.
‘There are pretty curtains drawn around; the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in!’
‘Oh no, no,’ said the little Fly, for I've often heard it said,
They never, never wake again, who sleep up on your bed!’

Said the cunning spider to the Fly, ‘Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome – will you please to take a slice?’
‘Oh no, no,’ said the little Fly, ‘kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!’

Lesson 4: Fluency

‘Sweet creature!’ said the Spider, ‘you’re witty and you’re wise,
How handsome are your gauzy wings, how brilliant are your
eyes!

I’ve a little looking-glass upon my parlour shelf,
If you’ll step in one moment, dear, you shall behold yourself.’

‘I thank you, gentle sir,’ she said, ‘for what you’re please to
say,

And bidding you good morning now, I’ll call another day.

Lesson 4: Anchor Question


**How does the structure, punctuation
and language help you to perform
the poem?**

Lesson 4: Teacher Model

Said the cunning spider to the Fly, 'Dear friend what can I do,
To prove the warm affection I've always felt for you?
I have within my pantry good store of all that's nice;
I'm sure you're very welcome – will you please to take a slice?'
'Oh no, no,' said the little Fly, 'kind sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see!'

Extract from © The Spider and the Fly Mary Botham Howitt



Lesson	5	Vehicle Text & Page	The Adventures of Isabel – Ogden Nash from A Poem for Every Night of the Year by Allie Esiri pp.42&43	
Anchor Questions(s): How would you describe the character of Isabel? How can you present the poem to reflect this?		Vocabulary Teaching: ravenous, cavernous, scurry, crowed, rancor, self-reliant, satchel, concocter	Application of Comprehension & Strategies: <ul style="list-style-type: none">• Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience• Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence• Make predictions	Focus Content Domain(s): 2d make inferences from the text / explain and justify inferences with evidence from the text
<div></div> <h2>Extended Apply lesson</h2>				
Through this selection of activities children will need copies of: <ul style="list-style-type: none">• Lesson 5: Vocabulary• Lesson 5: Extended Application Activity• The Vehicle Text			<div>Teacher Note:<ul style="list-style-type: none">•In this lesson there is an expectation for the children to work with increased independence and demonstrate the skills and strategies explicitly taught throughout the previous lessons.•Depending on the time allocated to this lesson select all or some of the following activities.</div>	
<p>Activate Prior knowledge: Write the Title, ‘Adventures of Isabel’ on the flipchart. Explain that they will be reading a poem by Ogden Nash which was written for his own daughter, Isabel, who he considered to be a particularly fearless child. Show the first lines of each verse (see Activate Prior Knowledge). Ask the children to Predict what might happen on Isabel’s adventures.</p>				
<p>Vocabulary: Explain that the word zwieback means a rusk or biscuit made by baking a small loaf and then toasting slices until they are dry and crisp. Clarify the rest of the new vocabulary.</p>				
<p>Share Anchor Questions: Refer to these throughout the lesson.</p>				
<p>Enjoy and Respond to the text: Read the poem with the children and allow time to respond to her adventures. Briefly discuss with a partner what they think of Isabel’s character. Share with the children the work they must complete.</p>				
<p>Written Responses / Evidence Anchor Question(s): Complete the Lesson 5 Apply. You may want the children to answer any written responses independently.</p>				
<p>Apply Activity 2: Children perform all or part of the poem in a way that conveys Isabel’s character to the listener.</p>				
<p>Apply Activity 3: Reading Comprehension See below.</p>				
<p>Feedback on Learning: Use assessment for learning to inform feedback to children. This may include Expression, Rhythm, Predict, Infer etc.</p>				

*terms shown in **bold** explained in the 'Comprehension Skills and Strategies' or the 'Glossary' section

Lesson 5: Read

Read the whole poem on pp.42&43 A Poem for Every Night of the Year

Isabel met an enormous bear,
Isabel, Isabel, didn't care;
The bear was hungry, the bear was ravenous,
The bear's big mouth was cruel and cavernous.
The bear said, Isabel, glad to meet you,
How do, Isabel, now I'll eat you!
Isabel, Isabel, didn't worry.
Isabel didn't scream or scurry.
She washed her hands and she straightened her hair up,
Then Isabel quietly ate the bear up.

Lesson 5: Activate Prior Knowledge

Adventures of Isabel – Ogden Nash

Isabel met an enormous bear

Once in a night as black as pitch
Isabel met a wicked old witch.

Isabel met a hideous giant

Isabel met a troublesome doctor

Lesson 5: Vocabulary

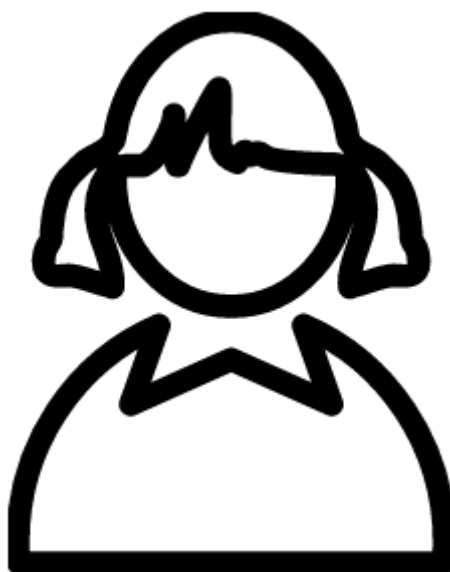


ravenous	cavernous
scurry	crowed
self-reliant	satchel
concocter	



Lesson 5 Children Apply

How would you describe the character of Isabel?



Lesson 5: Children Apply

Reading Comprehension

1 *Isabel, Isabel didn't worry,
Isabel didn't scream or scurry.*

These two lines are repeated in each verse. What do they tell us about the character of Isabel?

2 Find and copy **two** words that tell you the bear needed food.

3 Isabel was not feeling angry when she met the witch. Which line in the poem tell you this?

4 Draw lines to show what Isabel did each time she met someone new:

Bear

Cured it

Witch

Ate it up

Giant

Cut its head off

Doctor

Drank it up

Comprehension Skills & Strategies

Supporting the development of comprehension:

Activating Prior Knowledge

Children reflect on what is already known about a topic, or theme from previous reading or experiences to make links. Helpful for inference and encouraging children to elaborate. The teacher is able to then backfill information and deal with misconceptions. This aids recall too (also see Mind Map).

Book Talk

Talking about the books' illustrations, plot and characters etc, helps children make sense of a it. In the context of [Steps to Read](#) this is a useful strategy to remind children of prior knowledge and make simple connections and predictions. The role of the teacher here is to notice and adjust their questioning based on what the child says. In Book Talk all ideas and thoughts are encouraged with no predefined 'correct' answer.

Build Word Meaning (Word by Word)

The reader builds understanding and clarity on a pre-read sentence, word by word and considers the effect each word has on the sentence and their understanding of it.

Build Sentence Meaning (Line by Line)

The reader discusses additional information received by subsequent sentence(s). Opportunities should be sought to clarify understanding, make links to preceding sentences *and* recalibrate thinking in the light of new information received.

Choral Reading

Reading aloud in unison with a group or the whole class to build fluency (see Fluency)

Clarifying

The reader asks for or offers clarification of the meaning of unknown *words* or *phrases*. This also encourages readers to monitor their understanding of the *text* and allows the teacher to check whether there are any gaps in understanding.

Connect Books

The reader makes connections to themes, character(s), plot etc that are similar or different to other texts read.

Connect Paragraphs

The reader links evidence words, phrases or themes that inform ideas and inferences that are common across different parts of a selected text.

Connect Words

Looking at words across a text that relate to one another and provide evidence for Anchor Questions. These could relate to theme, character, setting, plot and inferences etc. The reader can also consider authorial intention. That is, what the author wrote and what the reader thinks and how this is informed by word choices.

Deliberate Mistake

This is where the teacher models an incorrect reading of a whole word (Common Exception Word or Decodable word). The teacher models how to correct the error by looking for known GPCs. e.g. the word 'rain' read as 'rin' and self-correcting by segmenting and blending. r/ai/n

Fact and opinion

Commonly taught through non-fiction text such as newspapers, this is the ability to decipher which parts of a text are the opinion of the author and which are fact. e.g. Charles Darwin travelled across seas on board HMS Beagle (fact) visiting wondrous places (author's opinion).

Find Read Talk

Helpful strategy for vocabulary understanding and picking up clues from within the sentence about what a word means. Children locate the word (Find) read the sentence where it is placed (Read) and then discuss with their partner (Talk).

Fluency

The ability to read with appropriate pace, accuracy and expression. Fluent readers add intonation appropriately to their reading, notice punctuation *and* have a greater comprehension of what they have read. Here are some useful ways of teacher modelling and children practising it:

- **Pausing:** The reader pauses at appropriate points in the text to reflect the punctuation cues which aid comprehension
- **Phrasing:** Length of the reader's pauses into meaningful units. This kind of pausing goes beyond acknowledging the punctuation. In good reading, the pauses are logically and well-paced; in oral reading they help the reader
- **Intonation/Rhythm:** The reader employs a rhythmic tonal quality. The voice goes up and down, reflecting the punctuation and the meaning
- **Stress:** The reader stresses words by saying them slightly louder to indicate his / her interpretation of the meaning
- **Rate:** The reader moves along at an appropriate pace for the purpose of the reading, varying pace as needed

Infer

Using evidence in the text to work out what has actually happened when it hasn't been explicitly stated. Commonly referred to as 'reading between the lines', it is a way of tying clues together.

Line by Line (Build Sentence Meaning)

The reader discusses additional information received by subsequent sentence(s). Opportunities should be sought to clarify understanding, make links to preceding sentences and re calibrate thinking in the light of new information received.

My Turn, Your Turn

This is where the teacher models the following to help children access the vehicle text and build automaticity of words:

- word reading
- segmenting and the children blend
- blending and the children segment (important to practise the reciprocity of these skills)

Mind Map

This is a visual diagram which explicitly records children's prior knowledge and thoughts about a particular theme or subject where the teacher records children's responses. These are often written around a theme or topic (e.g. tigers, or friendship etc). This is a useful strategy to activate prior learning and could be placed in the whole class reading journal.

Predict

Prediction is based on textual evidence and supports the development of inference-making skills. Depending on the question, the reader can base predictions on textual evidence that relates to character, setting and plot already read. We can predict forwards and backwards, both of which are based on textual evidence.

Questioning / Question the Text

Teacher Questioning: High-quality questioning that promotes high quality thinking and discussion to improve reading comprehension. By promoting *and* modelling questions before, during and after reading, we help pupils at every stage of the reading process. Questioning helps children identify major aspects of the text.

Self-Questioning

Self-questioning also develops successful, strategic readers and modelling this aloud to children is vital. Here are some useful ways of thinking about questioning:

- **Right There Question:** The answer is explicit in the text
- **Think and Search Question:** The answer can be found in the text but some level of inference-making will be required
- **On My Own Question:** The reader is encouraged to bring her/his background knowledge to the text

Reader Effect

How the text makes the reader feel from the words and phrases that have been used. That is, what the author wrote and what the reader thinks and feels.

Referencing the Text

Indicating the words and phrases identified by the reader that provide evidence for the anchor question(s) that have been asked.

Reread

Rereading a sentence, paragraph or phrase to seek clarity and understanding. This can be at the request of the teacher or completed automatically by the developing reader.

Scanning

Locating specific information in a text from a question asked or read. Locating at speed and reading around the correct location.

Self-Correct

The reader corrects a misread word without external support or prompt. The reader recognises that the word is incorrect.

Sense Making (Syntax)

Understanding the correct way in which words and phrases are arranged to make sense and noticing when this does not.

✓ I went to the park.

X I went the to park.

Also see self-correction.

Sequencing

Placing events or sentences in a story or information from non-fiction in the correct order. Helpful for retelling too.

Skimming

Getting a general overview of a text. In non-fiction this may be title, bold print, captions. In fiction this could be chapter title first line last line. This gives the reader a gist of what the text is about.

Stop & Jot

Making notes and using them to shape evidence and ideas. Return to these to seek clarity and further evidence ideas throughout the reading lesson.

Summarising

Focus on the main content of the text. It involves the reader distinguishing between important and unimportant information in a text and then synthesising the key points briefly.

Text Marking

Marking the text with a goal in mind. This helps the reader reference the ideas captured from the printed word.

Text Structures

Identification of text structures helps children with reasoning and understanding. The key to understanding texts structures is to identify their underlying features. When familiar, pupils can more actively identify them through, skimming and scanning to gain a gist of what the text is about.

Themes

Invites the reader to think about the main idea of a text or its underlying meaning. Themes can be words e.g. love, fear, survival and phrases e.g. good versus evil, survival of the fittest, triumph over adversity etc. There may be several literary themes attached to a sentence, paragraph or chapter of book that invite a deeper reflection for the reader.

Think Aloud

Thinking aloud involves the reader making personal thoughts audible while the text is being read (often referred to as the 'thinking voice'). The reader pauses after reading some text and makes their thoughts

explicit. There are two types of think-aloud: teacher think-aloud and pupil think-aloud. Teacher think-aloud models the process for the pupils, so that they know what to do. This strategy aids deeper thinking.

Visualising

Encourages the reader to represent the text in visual form during and after the text has been read to or by the child. It allows important elements of the text to be captured and makes it more memorable. It also helps children focus on words and phrases used. It transfers imagery from the printed word into pictures.

What next?

Used in the moment of reading aloud, the teacher invites the children to make simple logical link between what has just been heard and what will logically happen next. This strategy can be used multiple times and is early prediction work (see Prediction).

Word by Word (Build Word Meaning)

The reader builds understanding and clarity on a pre read sentence word by word and considers the effect each word has on the sentence and their understanding of it.

Word Count

Teacher and child count each word in a sentence. This helps the children to understand the concept of a word and that words make sentences. This helps break down speech into word correspondence. It supports recognition that each word is separated by a space when represented in print. It helps children understand the concept of a word as a precursor to GPCs and segmenting and blending to read.

Word Work

- Teacher reads Decodable Words found in the vehicle text. Children read in pairs x2
- Teacher reads Common Exception Words found in the vehicle text to children. Children read in pairs x2

Reading Curriculum Coverage

Reading Curriculum Coverage

	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
						
YR	Friendship & Animals	Stars & Space	Superhero	Traditional Tales	Growing	Seaside
Y1	History: Living Memory	Reading Breadth: Fairy Stories & Rhymes	Geography: Locality	Reading Breadth: Traditional Tales & Poems	Science: Animals inc. Humans	Reading Breadth: Stories & Poems
Y2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary
Y3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y4	Science: Living Things/Habitats/Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends and Plays & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range

Reading Assessment

Reading Assessment Counts



Reading Progression Counts



Reading Assessment Counts: Year 1

Working towards the expected standard

Word Reading

The pupil can:

- ✓ read some capital letters and all the digits 0-9
- ✓ apply some phonic knowledge and skills as the route to decode words
- ✓ recognise the correct sound for graphemes (letters or groups of letters) for many of the 40+ phonemes, including where applicable, most alternative sounds for graphemes
- ✓ read accurately by blending some sounds in unfamiliar words containing GPCs that have been taught
- ✓ read some common exception words, noting correspondences between spelling and sound and where these occur in the word
- ✓ read some words containing taught GPCs and -s, -ing, -ed, -er and -est endings
- ✓ read about books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss some poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or heard to their own experiences
- ✓ show familiarity with some key stories, fairy stories and traditional tales, retelling them and considering some of their particular characteristics
- ✓ recognise and join in with some predictable story phrases
- ✓ recite, by heart, some rhymes and poems
- ✓ discuss word meanings and link some meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or have experienced
- ✓ check that text makes sense to them as they read and correcting some inaccurate when reading
- ✓ discuss book title and events in stories
- ✓ make some inferences on the basis of what is being said and done by a character
- ✓ make some predictions on what might happen on the basis of what has been read so far
- ✓ begin to participate and explain through discussion about what is read to them

Working at the expected standard in Year 1

Word Reading

The pupil can:

- ✓ read all capital letters and the digits of the week
- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for some 40+ phonemes and many alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -ing, -ed, -er and -est endings
- ✓ read other words of more than one syllable that contain taught GPCs
- ✓ read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)
- ✓ read about accurately decodable books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- ✓ re-read books to build up fluency and confidence

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ link what they read or hear to their own experiences
- ✓ become familiar with several key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ recognise and join in with predictable phrases with increased confidence
- ✓ recite by heart many rhymes and poems
- ✓ discuss word meanings and link new meanings to those already known

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ check that the text makes sense to them as they read and correcting inaccurate reading
- ✓ discuss significant events in stories
- ✓ make inferences on the basis of what is being said and done
- ✓ predict what might happen on the basis of what has been read so far
- ✓ participate in discussion and explain clearly about what is read to them, taking turns and listening to what others say

Working at greater depth in Year 1

Word Reading

The pupil can:

- ✓ apply phonic knowledge and skills as the route to decode words with increasing accuracy and fluency
- ✓ respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, most alternative sounds for graphemes
- ✓ read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ read all common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ read words containing taught GPCs and -s, -ing, -ed, -er and -est endings with increased speed and accuracy
- ✓ read about accurately books that are consistent with their developing phonic knowledge
- ✓ re-read books for speed and increased accuracy

Comprehension

The pupil can demonstrate pleasure in reading, motivation to read, vocabulary and understanding.

The pupil can:

- ✓ listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ appreciating rhymes and poems, and by reciting some by heart using appropriate expression and intonation to demonstrate understanding
- ✓ discuss an increasing amount of word meanings in context, linking meanings to those already known and sometimes discussing alternative meaning of the same word (e.g. through exploration of synonyms)

The pupil can understand both the books they can already read, as well as those they listen to.

The pupil can:

- ✓ draw on what they already know or on background information and vocabulary
- ✓ make inferences on the basis of what is being said and done across the book and drawing on other books they have read
- ✓ predict what might happen on the basis of what has been read so far noting the words and phrases from the text to explain
- ✓ participate in discussion and explain accurately, what is read to them

Reading Assessment Counts: Year 5		Name of pupil:									
Working towards the expected standard		A	B	C	D	E	F	G	H	I	Comments
Word Reading											
The pupil can:											
<ul style="list-style-type: none"> ✓ apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 											
Comprehension											
The pupil maintains positive attitudes to reading and understanding of what they read, by:											
<ul style="list-style-type: none"> ✓ read fiction, poetry, non-fiction and reference books or textbooks ✓ read some books that are structured in different ways and read for a range of purposes ✓ increase their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions ✓ recommend some books that they have read to their peers, giving reasons for their choice 											

Greater Depth Counts: Year 4

Characteristics

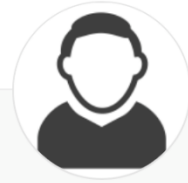
The pupil:

- ✓ applies Year 4 learning in different contexts independently
- ✓ can capture, keep and develop ideas from quality texts and applies them in their writing
- ✓ has an enthusiasm for reading
- ✓ makes accurate and informed inferences across a range of texts, justifying their response with evidence
- ✓ makes accurate and informed predictions across a range of texts, justifying their response with evidence
- ✓ participates confidently in discussion about books, comparing and contrasting a range of texts and justifying their views with evidence
- ✓ has an awareness of the author's use of language and why an author has chosen particular and precise vocabulary
- ✓ has an understanding of different genres and can express a reasoned preference
- ✓ can empathise with characters
- ✓ can demonstrate an interest in new vocabulary

This document will aid teachers in gaining a deeper understanding of each standard within a year group and the progress children are making across a year. It will assist teachers in identifying gaps in learning and will consequently inform planning. Beyond this, it will support school leaders in the identification of whole school priorities for improvement. Used as a moderation tool for all year groups (from Year 1 to Year 6), it will ensure consistency of judgement both within and across schools. **Shop online**

<https://literacycounts.co.uk/product-category/assessment-counts/>

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JORDAN MOORCROFT

St Finbar's Catholic Primary School, Teacher, 2020

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I loved how Literacy Counts used a variety of strategies to maintain focus and engagement through 'Pitch and Pace'. I have taken a lot from today.'

<https://literacycounts.co.uk/steps-to-read/>

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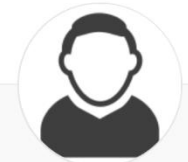
#StepsToRead



'Clarified and emphasised the essential elements for Shared Reading. Fantastic demonstrations and activities to help us understand how to improve pupil outcomes. Amazing session! Thank you.'

Helen Pitt

Deputy Head Lunt's Heath Primary School 2020



JAMES SAVAGE

Banks Road Primary School, Assistant Head, 2020

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'Genuinely the best reading training I've been on. Based on research, spoke through logically and loads of practical ideas. If only I'd had this 15 years ago! All we need to do now is teach it!'

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